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ABSTRACT

This document sets forth conclusions and recommendations compiled chiefly from seminars organized for the Committee for the Development of Sport (CDDS) in various European countries between 1978 and 1986. Contributions to the document are presented on the following topics: (1) training teachers of physical education and sport; (2) sport at schools for school leavers, and for children; (3) sport and physical education in primary schools; (4) testing physical fitness; (5) sport and local authorities; (6) integrated facilities; (7) low-cost facilities; (8) European policies for sports facilities; (9) sport for immigrants and the mentally handicapped; (10) greater involvement of women in sport; (11) sport in tourist areas; (12) sport for prisoners and young delinquents; (13) sport in areas of special need; (14) guidelines for national sports organizations in the conclusion of sports sponsorship agreements; (15) professional support of volunteers in sport; (16) the challenge of increasing leisure time to sport and recreation policies; (17) evaluation of the impact of sport for all policies and programs; and (18) new partnerships in sport. (JD)

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Committee for the Development of Sport

Strasbourg 1987

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COMMITTEE FOR THE DEVELOPMENT OF SPORT

CONCLUSIONS FROM WORK UNDERTAKEN
AND TEXTS APPROVED BY THE CDDS
1978 - 1986

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The conclusions of the following Seminars resulted in Recommendations
to member States, adopted by the Committee of Ministers:

- ACCESS TO NATURE : Recommendation No. R (81) 8 See page 35 Part I
- ENERGY -SAVING MEASURES IN SPORTS FACILITIES
Recommendation No. R (83) 6 See page 37 Part I

A

S P O R T A N D P H Y S I C A L E D U C A T I O N
F O R C H I L D R E N A N D Y O U N G P E O P L E

THE TRAINING OF TEACHERS OF PHYSICAL EDUCATION AND SPORT

The participants in the seminar on "The training of teachers of physical education and sport", held in Luxembourg from 29 May to 1 June 1978 as part of the Council of Europe priority theme "Introduction to Sport at School", made the following proposals,

- having had regard to the conclusions of the seminars held in Paris (12-14 May 1976) and Nice (24-26 May 1977), and,
- having made a general survey of basic principles for the teaching of such teachers :

Physical and sport education must be planned in the light of those concepts of man that are universally recognised and of the knowledge contributed by the moral sciences. It must be undertaken in conjunction with all other forms of education. It must be based on recognition of those ethical values that are concerned to promote personal harmony and to develop what is specific in every quality, and must seek man's integration into society.

Achievement of these aims lies primarily in the hands of the persons responsible for giving physical and sports education.

Such education is the most important factor in the development of sport at school. If this development is to be encouraged in accordance with the recommendations of the Council of Europe, it is necessary that the right conditions for the training of teachers of physical education and sport and for the content and development of such training should be created in a number of important sectors.

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1. Initial training

A.1. The conditions for training

The following basic conditions for training should be safeguarded in the legislation of the various countries. A number of basic principles is given in para. B2 of the Resolutions.

A.2. The content of training

- The content of training is determined by the qualifications required for teaching - scientific, administrative, didactic and sporting knowledge.
 - These subject matters should be taught in connection with each other and it should be possible to justify their influence on the qualifications required for the profession.
 - The content of training should be worked out with due regard to trends in sport (e.g. increased attention to leisure-time sport), as well as fresh scientific knowledge and policy changes.
 - Additional qualifications should be acquired during the period of study, with a view to:
 1. providing physical and sports instruction and education appropriate to:
 - the pre-school, primary and secondary stages and/or
 - special categories, such as blind or handicapped pupils, pupils with morphological defects, pupils of vocational training schools etc.
 2. performing special duties: planning and elaborating curricula, building sports facilities, etc.
- B. In addition, the methods and curricula for the initial training of teachers of physical education and sport were discussed from three angles, with the following recommendations:

B.1. Leisure-time sport

It would appear that so far excessive emphasis has been placed in schools on competitive sport and not enough on introducing sport as a leisure-time activity. In consequence of this a number of recommendations are made:

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1. Physical education should concentrate more on encouraging leisure-time sport.
2. In physical education and sport at school special attention should be given to less gifted and less motivated pupils.
3. A flexible curriculum is necessary in order to train individuals to take part in leisure-time sport; this means that the pupils must be able to take part in developing and organising the sporting and/or leisure-time activities they choose.
4. Training for physical education instructors must enable them to acquire the skills and attitudes needed for planning and carrying out such a flexible curriculum.

B.2. Training to teach one, two or more subjects or specialisation

Introduction to the resolutions

The aim of the seminar was to draw up recommendations on the training of physical education teachers for both primary and secondary education.

Although the seminar did in the main achieve this aim for the secondary stage, it found that it could not reach any definite decision for primary schools, for the question whether physical education at pre-school and primary levels should be provided by a specialist or by a general teacher involves a decision that it is not in the power of the seminar to take.

However, the seminar made the following points:

1. In view of the supreme importance of motor learning at pre-school and primary ages it would be advisable for those responsible for teaching it to be given special training of a standard comparable with that required at secondary schools.
2. A European seminar should consider this problem and decide whether:
 - a. physical education specialists should be more specifically trained for the pre-school and primary levels, or
 - b. the general teachers should be given more training for this particular purpose.

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Resolutions

1. In view of present national disparities, the European harmonisation of curricula would still seem to be difficult. However, some guiding principles were stated:
 - 1.1. Physical education is a discipline in its own right and those teaching it should receive coherent university training of a high scientific, technical and educational standard in which the various courses are fully integrated. Such training also requires that those in charge of it should possess the necessary university degrees.
 - 1.2. It would be advisable for study programmes to supply a basis for equivalence of qualifications, provided that all the necessary conditions as to quality were met and that the profession had a university status equivalent to that of other disciplines.
 - 1.3. Such a high standard would seem hardly compatible with the teaching of a second subject unless this were immediately related and studies were prolonged in a consistent manner.
 - 1.4. A broad humanist approach would appear to require that:
 - 1.4.1. a physical education specialist should be able to follow optional additional studies, and even obtain a secondary qualification, in allied fields such as:
 - a. art, music, biology, sociology, and the like.
 - b. specialisation in some competitive sport (as a trainer).
At present most of the extra-curricular work done by teachers of physical education and sport in school sports clubs is performed voluntarily outside their normal working hours.
It would be advisable to add the aims of this work at club level to the content of training and, what is equally important, to provide structures (facilities, financial arrangements, timetables, etc) such that teachers can actually apply what they have learned during their training.
 - c. the organisation and administration of sport, recreational sport, etc.
 - d. the re-education or rehabilitation sector.
 - e. . . .

- 1.4.2. Teachers specialising in other theoretical subjects should be able to follow optional additional studies, and even obtain a secondary qualification, in fields such as recreational or competitive sport. This would require close collaboration between the teaching establishments concerned.
- 1.5. The same humanist spirit would seem to make it unacceptable to limit physical education to highly specialised teaching of a single sport. However, such education should make it possible to add to a general all-round training a high degree of specialisation that will not harm but enrich the child's full development.
- 1.6. A physical education teacher's duties might also include a theoretical course directly concerned with the biological and health aspects of physical activity.
- 1.7. It should be made possible for physical education teachers to be retrained for some allied field (for health reasons or on account of age).
- B.3. Mixing of the sexes in physical and sports education and the training of teachers of physical education and sport.

No young person should be placed at a disadvantage by his or her sex; on the contrary, the young must be provided with education which promotes their development and enhances their specific qualities.

The evolution of social relations, the findings and practical applications of the educational sciences and practical pedagogical experience all point to mixing of the sexes in physical and sports education as in other branches of instruction. This would ensure greater equality of access to sports and would encourage and develop co-operation in sports between the two sexes.

The competent authorities should encourage teachers of both sexes to make mixed classes. Co-educational physical and sports education requires consideration to be given to its practical implementation (in curricula and content).

In order to avoid the danger that co-educational sports education will in fact amount in organisational terms to no more than joint instruction, future physical education teachers should be specially trained for taking mixed classes.

In detail this is that:

1. Male and female physical education teachers must not be trained in separate establishments.

2. Both theoretical and practical studies must on principle be organised in an appropriate manner in joint courses.
3. Co-education must become an integral part of all training for teachers of physical education and sport.
4. As part of in-service training, special courses must be arranged on request to cover the educational and practical problems of co-educational sports training.

II. In-service training

1. In-service training is absolutely essential, and time must be allowed for it in teachers' normal hours. Such training must be at the State's expense.
2. The main effort in in-service training for teachers of physical education and sport must be directed towards:
 - an analysis of needs,
 - original (not all-purpose) answers to those needs,
 - the organisation of flexible structures enabling such answers to be applied.
3. Each in-service training project must involve persons having affinities with each other, not a professional group.
4. So that this type of permanent education may be based on the teacher's attitude (1), it is very important that an attempt should be made in initial training to influence that attitude.
5. In-service training for teachers of physical education and sport must provide opportunities for meetings among such teachers and between them and other teachers and all persons and establishments involved in the educational process.
6. Others engaged in teaching in various degrees (in-training trainers, as inspectors or administrators, etc) must also have in-service training.
7. At the sports organisation and club a teacher of physical education and sport is in a position to gain new experiences (sport as practised by different social groups, new forms of sport for all) which may be useful for his teaching at school. Co-operation between in-service training projects and the sports organisation can therefore be recommended.

(1) For footnote please see page 7

III. European co-operation

Possible objectives of co-operation are as follows:

1. Mutual assistance in developing training for teachers of physical education and sport in the various countries, by means of:
 - a. consultation (on study plans, installations and equipment, etc)
 - b. provision of teaching material (films, slides, etc).
2. Development of an exchange service for
 - a. teaching material,
 - b. trainers.

This could be done through

- seminars for trainers,
- model courses with students (summer courses),
- periodical meetings of teachers' training establishments in Council of Europe countries,
- special meetings concerned with pre-school and elementary physical education, and a meeting on the problem of in-service training.

The aim is to make good the deficiencies in development that still exist and then to pursue jointly on scientific bases the further development in various countries of joint training for teachers of physical education and sport.

This could also represent a contribution to furthering European collaboration.

(1) Footnote from page 6

With regard to the teacher's professional attitudes it is important that he should be trained:

1. to accept a high measure of responsibility for his pupils both in school and in life generally,
2. to take into account the school's position in society, both locally and nationally,
3. to take a critical view of his own work.

Final report submitted by France

In 1975 the ad hoc consultative meeting and in 1976 the Committee on Sport assigned to France the task of conducting a study on priority theme No. 2 (1): "Introduction to Sport at School".

The study was carried out from 1976 to 1978 and taken over in 1978 by Luxembourg. The following three seminars were held:

- PARIS, 14-16 May 1976: 11 participating countries
- NICE, 24-26 May 1977: 9 participating countries
- LUXEMBOURG, 29 May - 1 June 1978: 17 participating countries

Each seminar was the subject of a report, the most comprehensive being that of Luxembourg, which drew on the previous two and opened up interesting prospects for collaboration in the area of "sport at school".

I. THE PARIS SEMINAR

This seminar (1976) provided an opportunity for the participating countries to assess the position of sport at school in member countries, to summarise the main points and set priorities so as to allow the "decision makers" to take the necessary initiatives for the development of sport etc. Member countries are finding it necessary to re-think the position of sport at school so that the practice of sport may not be limited, as is often the case, to childhood and adolescence.

In order to avoid terminological arguments it was decided that the term "sport" should cover all physical and sporting activities, whether their object was competition, leisure, relaxation or physical training.

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(1) Theme 1: The Role of Television in Encouraging the Practice of Sport.

Theme 3: Sport for Young School Leavers.

Theme 4: Integrated Facilities.

Each delegation dealt successively with the following points:

1. Programming and organisation of sporting activities at or in connection with school (for example in clubs)

Indicators showing the value of physical and sporting activities at school were mentioned: for example, sport tests in exams, recognition of young athletes' studies (ie sport subjects as a recognised specialisation).

2. The nature of activities

Observations were made on:

- differences in motivation between boys and girls;
- the drastic drop in sporting activity after the compulsory school leaving age.

It emerged from this that both the choice of physical and sporting activities and the teacher's role have a decisive influence on whether sporting activities are continued in adult life.

3. Assessment of physical fitness of children at school

Where the relevant means for assessment are available, it should be possible to measure pupils' progress. This is indispensable for testing the theory that increasing the number of physical training lessons has a positive effect on physical condition and/or well-being.

4. Individual motivation and socio-cultural factors (family, age, sex, environment) affecting sporting activities

5. The teacher's role

Two problems were discussed:

- a. Whether the differing functions (teacher of one, two or three subjects, animateur, club trainer etc) require different forms of training (specialist or all-rounder, technician, educator).
- b. To what extent the pupils' age (primary or secondary) affects teacher training?

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A breakdown of sports teachers' timetables showed that their pupil-contact time varied between 18 and 29 hours per week. The seminar considered that if children were to be given the taste for continued participation in sport, it would be necessary to re-organise the training of teachers, trainers etc and re-define sporting activities with this in mind. These subjects have been very extensively covered in the questionnaire published by the Clearing House (1973).

II. THE NICE SEMINAR (1977)

Some of the subjects dealt with at the previous year's seminar in Paris were considered again, including motivation and taste for sporting activity. A report on mixing of the sexes gave rise to a discussion which was to be continued at the Luxembourg Seminar.

Starting from the Paris stocktaking and the first questions raised at Nice, the main theme was how to give children, and later adults, the taste for continued participation in sport. The two seminars highlighted the importance of teaching technique and led to a search for ideas on the training of teachers, instructors and animateurs.

WHAT SHOULD BE THE OBJECTIVES OF SCHOOL-AGE SPORT AND HOW CAN THE TASTE FOR CONTINUED SPORTING ACTIVITY BE DEVELOPED IN CHILDREN (10-16 year-olds)?

Sporting activity is an important aspect of human life. In order to develop a taste for continued sporting activity in the child, parents and educators must:

1. Respect all the aspects which make up the unity of the human personality.
2. Encourage the individual to recognise his ability to run his own life, assess his possibilities and develop the various aspects of his personality whilst at the same time respect in himself and others.
3. Take into account the child's needs, encouraging sport for leisure enjoyment without neglecting the discipline of training.
4. Take as a starting point an educational method in which success will not be made too easy, nor failure regarded as too serious.

5. Offer a wide spectrum of individual and group activities.
6. Allow each individual to choose according to tastes, needs and enjoyment.

Most countries' representatives thought stress should be placed on children's present and future needs and not on sporting technique.

School sporting activities are so important in education as a whole that all categories of children, some of whom have been neglected in certain countries, must have the chance to participate.

Sport at school must fulfil the function of:

- encouraging the well-being of the child both in and outside school
- preparing him for the moral and physical aspects of adult life

To achieve these aims the delegations approved a list of principles to serve as a guide in choosing the methods and curricula for sport and physical training.

The following should be encouraged:

1. personal confidence and pleasure in movement;
2. awareness of individual ability and mastery of performance through personal experience;
3. compensation for difficulties of daily life, especially in urban surroundings;
4. experience in communicating through group activity, including competitive situations;
5. awareness of the role of physical activity in increasing personal health and well-being;
6. creativity.

In consequence, the method should:

- adapt demands to the individual child;
- create the most favourable conditions for success;
- allow the child to make decisions according to his own abilities.

STUDY OF MOTIVATION FOR PRACTISING SPORT AT SCHOOL-AGE AND THROUGHOUT LIFE

Since motivation depends on two factors, between which there is a constant interplay (the needs of the individual and external factors), the child's environment (toys, surroundings, partners, relationships) must be planned from birth on, both in the family and at school to stimulate development processes in line with the educator's objectives.

There seem to be two other decisive factors: free time and the organisation of facilities. In the pupil's timetable there are periods set aside for sporting activity and facilities for sport including instruction are often to be found near the school. Some countries, such as Sweden and the Federal Republic of Germany, intend to conduct studies in this area to ascertain whether favourable conditions exist for leisure-time sporting activity after school-age.

There is a need for such a study since it would appear that adults' sporting activities are not directly connected with those they learned at school.

SPORT FOR YOUNG SCHOOL LEAVERS

1. The participants at the seminar on Sport for Young School Leavers held at the Riksidrottsförbund's Idrottsinstitut Böson thank the Swedish Sports Federation for their initiative in proposing this seminar, for their impeccable preparation and organisation of it and for their warm hospitality during it.
2. The seminar took place as part of the work of the Committee for the Development of Sport of the Council of Europe to implement the European Sport for All Charter. Article I states : "Every individual shall have the right to participate in sport". The Committee considered that young school leavers was one of the groups of people deserving priority attention in present socio-economic circumstances. The seminar was therefore concerned with discussing ways in which young school leavers could be given help in order to exercise this right more effectively, in particular by providing them with greater and more carefully considered opportunities to take part in sport and physical recreation.
3. The major responsibility for carrying out programmes designed to attract a greater proportion of young school leavers into sport and physical activity will lie with those bodies in each of the member State of the Committee for the Development of Sport which are charged with the organisation of sport, whether governmental, quasi-non-governmental or non-governmental. However the participants draw attention to the fact that the formulation of the necessary policy to implement the proposals which follow will require very close cooperation between the above bodies and often between them and other government departments. In some countries, particularly in regard to the areas of finance, administration, training and facilities, the successful execution of the resolutions may even demand slight changes in the traditional division of responsibilities.

In these circumstances, each country will wish to make optimum use of the complementary skills and competencies of the bodies involved.

4. GENERAL RESEARCH CONCLUSIONS (based on case studies in 5 countries)

The seminar began by discussing what is already known about the sport participation, habits and mores of this group. While there are very marked differences between some countries, and all countries have their own specific problems, the seminar believes that the following picture is valid for most countries.

- a. A growing number of young people in Europe attend school up to the age of 18. However, physical education is not always a compulsory subject in post-compulsory school; school attendance as such is no guarantee of participation in physical education and sport.
- b. In general, boys are more physically active and more interested in competitive sports than girls. This is even more true among young school leavers.

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- c. Those leaving school after compulsory school are less physically active during their leisure time than those still at school, and fewer belong to clubs.
- d. Young school leavers often have different sports interests from those of school attenders.
- e. Young school leavers have fewer outside interests in general (including leisure activities) than school attenders and their life-style and values are in some respects different.
- f. Even among school attenders participation in sport decreases in the later years in school. This decrease starts earlier with girls.
- g. Participation in sport is related to socio-economic as well as cultural factors in our society. Those leaving school at the end of compulsory schooling often belong to a disadvantaged group of people, and tend to come from lower socio-economic groups than those staying on at school.

5. Action to be undertaken in providing opportunities for young school leavers to participate in sport and physical recreation

A. GENERAL MEASURES

i. Social measures

- 1. A particular problem in dealing with young school leavers who are neither physically active nor members of a club is that they do not belong to any existing sporting structure and are therefore rarely in contact with a "motivator/animateur". Sport and physical recreation must therefore actively seek them out.
- 2. Such contact cannot be made on a temporary basis; provision has to be made for more permanent and long-term measures.
- 3. Sport and recreation take place in society and participation in them has important social implications which must be recognised. In particular, free time has to be available for participation and society must seek to remove cultural and social obstacles to the practice of sport. The obstacles include unemployment, which when it becomes a long term prospect can encourage some young people to become the drop-outs of society.

ii. School

- 4. School plays a crucial role in the development of sport, both through compulsory and optional activities. School should give pupils the taste, knowledge and motivation to practise sport all through life. That is why it is important that the resolutions adopted at the Paris, Nice and Luxembourg seminars (1976-1978) should be acted upon.

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B. FINANCIAL, ADMINISTRATIVE AND ORGANISATIONAL MEASURES

1. It is vital to develop and expand activities alongside physical education at school (school sports clubs, voluntary activities) whose objectives and methods can be different both from compulsory school sport and free sport.

Improved liaison between schools and sports clubs is necessary in order to provide greater opportunities for school children to practise different physical activities, both in and out of school. Sports clubs can also provide information on the value of sport.

2. Two basic channels for post-school sport exist:
 - a. The traditional federations and sports clubs, which are somewhat restrictive. It is recommended that such clubs consider possible new arrangements and forms of membership with a view to less restrictive structures which might be more appropriate to the varying needs and interests of young school leavers.
 - b. Non structured sport: Here public authorities at all levels as well as clubs should arrange for adequate provision of opportunity for all social groups and classes.
3. Full information should be provided on the opportunities offered through these two channels and efforts made to ensure that it reaches those at whom it is aimed. Existing social units (the workplace community centres) should be exploited and special arrangements thought out for those without a locus foci, such as the unemployed.
4. Public authorities (central and local government) and public agencies should give extra financial help to voluntary sports bodies encouraging participation by school leavers in physical activities, and should generally encourage casual participation outside a club structure. However, public authorities should not interfere with the club's organisation, nor with its programme (the contents of the activities organised by clubs).

C. FACILITIES

1. Every effort should be made to see that both publicly and privately owned facilities are used to the full; this applies particularly to school facilities.
2. An adequate number of appropriate facilities amenities, areas, etc, should be provided at local and neighbourhood level, catering for all sport and recreation requirements of the community as a whole, and aid should be given for their running costs.

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D. LEADERS/ANIMATEURS

1. The continued practice of sport will depend very largely on the quality and number of sports leaders and animateurs. Voluntary organisations and public authorities will need to recruit and employ more full and part-time officers and encourage voluntary helpers.
2. Those bodies concerned with sport should appoint specially trained leaders to work with young school leavers. They will require and understanding of their needs and life styles, and the creation of a type of social sports workers may be the most effective solution. Other bodies and organisations (social welfare, youth departments) should also consider including in the training of their staff an understanding of the value of sport and recreation in furthering their objectives and its role in the development of the individual.
3. Public authorities should give first priority to appointing animateurs to work with those school leavers outside existing structures, such as unemployed youth.

E. ACTIVITIES AND WAYS OF REACHING THE YOUNG SCHOOL LEAVERS

1. Activities should be brought to the school leavers and take place in their area. A 'participant observer' approach may often be an effective way of understanding their needs and motivations. Open-ended activities may prove attractive, and a comprehensive choice should be offered to them.
2. The kind and number of activities offered by both clubs and recreation departments and the way they are presented to school leavers is very important. Efforts should be made to cater for varying needs such as:
 - competitive and recreational sport,
 - activities catering for both sexes,
 - activities catering for the whole family,
 - activities catering for like-minded groups,
 - both single and multisport interests.

Attention should also be given to creating equal opportunities for girls.

3. For unemployed young people

1. Other agencies should be contacted in trying to reach the unemployed, eg:
 - the youth service (informal centres, detached youth workers/ animateurs, youth centres),
 - the social services,
 - the unemployment agency, labour exchange, job market and careers service,
 - the mass media,
 - private sports clubs in the area.

- ii. The development of sport should be seen as part of the young unemployed person's general leisure activities and sport should include many forms; it can help humanise his free time, and is thus both a means and an end.
- iii. The young people should be able to choose their own form of activities.
- iv. These should aim at encouraging young people to develop a responsability for the organising of the activities of others as well as of their own.
- v. The use of outdoor and other residential centres may help in achieving these aims. Specialised sports training halls catering for all standards of players can also help.
- vi. Sport can make a contribution to alleviating the problem of unemployment and should be exploited to the full in this respect.

4. Young boys and girls in employment

- i. Employers and trades unions (ie, both sides in employment) should be encouraged to promote participation in sport by providing opportunities and facilities for young employees both during and after working hours; help can include information, animation organisation and financial.
- ii. Industrial sports officers should be employed to counsel, promote, advise and initiate young employees into the world of sport.
- iii. Sports facilities should be made available to young workers having regard to their specific times of employment, such as shift workers, and to all existing facilities, etc. being used as much as possible.
- iv. A movement pause does not appear to be the best solution to the monotony and stillness of work.
- v. While the development of "company sport" outside working hours is a worthwhile alternative, there is a danger of creating social and cultural ghettos, which is not a purpose of sport.
- vi. The principle of educational leave might be extended to cover sport.

5. Apprentices

Physical education and sport programmes within the school part of apprentice training should be at the same level and of the same duration as that provided for their contemporaries still at school.

F. RESEARCH

- 1. Further research, especially in the form of follow-up studies, is required (a) to establish the reasons why so many young people aged between 12 and 20 discontinue sporting activities (b) into the factors which influence their attitude to and choice (or rejection) of recreational pursuits.
- 2. The effects of the implementation of the above proposals should be carefully monitored through a planned programme of research.

SPORT FOR CHILDREN

This paper stresses the policy questions and aspects suggested in the conclusions adopted by the participants. The CDDS is asked to take the appropriate measures so that:

1. Governments re-examine and take whatever measures may be necessary to align their physical education policies at primary school in the light of these proposals.
2. Non-Governmental Sports Organisations re-examine and take whatever measures may be necessary to align their club activities for children 6 to 12, and in particular their training methods and competition policy, in the light of these proposals.

A. Physiological and Psychological Considerations

It is important to stress that children are not small adults: Their human values and individuality must be respected.

1. General physical training is beneficial to the child's biological development.
2. The same training - ie sport and physical education - can be done by both girls and boys at least up to the age of adolescence:
 - a. Training in flexibility, co-ordination and basic skills should be done before puberty.
 - b. Training of aerobic power, general muscle strength and endurance can be done before puberty but the effects are often small compared to starting such training later in life. Towards the end, some work on walking, running, swimming or cycling continuously for some time may be started.
 - c. Anaerobic capacity can be trained at all ages but it is boring and unpleasant to do and is therefore not recommended.
 - d. Specific strength training programmes, especially those using external loads, damage the growing zones of the bones and should, therefore, not be started until after puberty.
3. Physical activity, play and sport are some of children's most natural activities. The need for movement and to develop neuromuscular co-ordination leads children to experience a wide range of social and body orientated sensations. Children like reproducing certain environments and following the lead given by adults such as parents and coaches, and gaining self-confidence by going to the limits. Such is their involvement that they often do not realise the strain imposed.

Fun, co-operation, interaction, play, performance and comparison are some of the most important motives for such activities. In stressing or over-emphasising only one or some of these motives, outsiders (parents, coaches, society) may lessen the child's interest in a movement, sport or a given training programme. Workloads may be experienced as overloading and/or stress.

4. Each newly-learned skill will be tried out in interaction and comparison with others; thus children control their own progress and development.

In forcing the child's own natural competitiveness and conception of competition into adult forms of selective competition, with only one winner, children are given only a small chance of succeeding, and perverts the child's natural needs and purposes. The child then wants to give up.

5. Specialisation in sport means repeated specific and vigorous types of training necessary for high level performances. The development of general motives, basic physical and psycho-motor abilities and adequate experience from the age of 6 to 12 are the fundamental basis for a continuing interest and involvement in sport. The limited training procedures deriving from early specialisation is harmful for a maturing child as well as perhaps having biological consequences and should be avoided. Early specialisation is often the result of outside pressures, (coaches, teachers, parents, the mass-media).

General training in broad physical activities and social co-operation is more important at the ages 6 to 12 and must be borne in mind by coaches or teachers when considering the possibility of selection.

6. As one of sport's most important teaching and psychological aims is to encourage and strengthen the child's self-confidence and social feelings,, coaches and parents must give priority to the child's hopes, intentions and standards, and not push the child to fulfil the will of adults. Doing this can lead to an unbalanced personality development.

B Educational aspects

Training of personnel (teachers, coaches, club leaders, referees etc) and information directed to parents must be based on these physiological and psychological considerations.

In addition, the following factors are important:

Sport and physical education programmes should be healthy; safe; well co-ordinated (to avoid duplication or conflict); differentiated (to meet the needs of each child); flexible (so that they may be adapted to different groups), and progressive (so that a child may progressively meet new challenges and experiences).

The methods should allow for playful activity, self-initiated activity, exploration, and creativity.

Initiation into particular sports can start at about 9. The aims should be the development of speed, dexterity, balance, agility, etc.

Training of personnel

Teachers, coaches, sport club-leaders and others involved should be adequately trained in the theory and the practice necessary for their tasks. They should acquire:

- familiarity with sport activities and the possible effects on participation for children aged 6 - 12;
- knowledge of and skill in teaching and coaching methods suited for this age-group;
- knowledge of different sport programmes which may be offered for the group of children they may be responsible for; and
- knowledge of programme development, and the capacity to adapt them to children with different needs under given circumstances.

The training of teachers for the schools and the training of coaches and leaders for voluntary clubs etc should have some significant elements in common. Everyone working with children has an important leadership role, and must be sensitive to group dynamics and individual needs. The training must, however, be differentiated according to the different tasks of schools and clubs.

Children at this age gradually become less dependent on their parents but they still have a strong need for adult support, for a feeling of belonging and security, as well as for opportunities for explorative and creative activity.

The wide variety of individual differences in biological, psychological and social development at the age of 6 increases year by year. The differences in maturity between the 12 and the 6 year-olds are considerable.

Schools and clubs should have the same ultimate goal in their sport programmes for children. Since attending school is compulsory and participating in a club is voluntary, the programmes must differ and their immediate goals be somewhat different. There is no need for schools and clubs to duplicate one another, but they must be complementary.

The schools must, for instance, provide the fundamental physical training required for all children, whereas the range of clubs may provide better opportunities to meet the many different needs and interests of children in specialised sports disciplines and at appropriate levels of performance. While using the specific techniques of the various sports, clubs must also aim at a balanced, harmonious development of the whole child at this age. Versatility, therefore, not specialisation, should be the goal.

Programmes should prepare the ground for later adolescent and adult participation in sport, developing psycho-motor skills, social and intellectual skills and positive ethical values (fair-play, respect for others, co-operation).

It is more than ever apparent that those who teach physical education in primary schools must have a specialised physical education training.

Information for parents

Parents should be adequately informed about the importance of movement behaviour for personality development, health and well-being, and the dangers of over-emphasising performance abilities at an early age.

The mass-media have a particular responsibility for disseminating this kind of information. Parents should also be adequately informed about the aims and means involved in the programmes in which their own children take part, in order to help resolve possible conflicts. The national sport organisations should develop methods to help local clubs inform parents.

In order to ensure adequate growth and development opportunities for these children, provision must be made for unorganised, as well as for organised, sport activities. Schools and voluntary organisations must be given the opportunity to develop appropriate programmes and train the personnel needed to carry them out.

In summary:

The responsibility for the child's physical development lies with the family, the school and the sports clubs and in their mutual co-operation. Parents, teachers, trainers and youth-leaders have a special responsibility for creating the positive attitudes described above to sport and physical education.

More attention must be paid to the education and/or re-education of teachers/trainers for the age-group 6 - 12. The European sports co-operation programme should include provision for courses and exchange possibilities for primary school teachers and trainers of children aged 6 to 12.

Competitions and the training necessary for them for the 6 - 12 age-group may have both negative and positive effects. In general competitions should be looked at as a means of developing children in sport and in life (comparison and evaluation) rather than as an end in itself. Competitions can also have a role in evaluating and in motivating children's performances. Competitive matches and events should recognise the child's physiological, biological, psychological and social stage of development. Competitions should be organised for the benefit of children and not for the gratification of adults. They should be introduced gradually and carried out in a fair, educational and highly-qualified manner. Competition for children should if necessary have modified rules and equipment (as in mini-games).

Children should be helped to understand that whilst one competes to win defeat is not a disaster: there should be a fair chance of being successful.

Competitions for the age-group should be at club- or class-level and not at national or international levels.

SPORT AND PHYSICAL EDUCATION IN PRIMARY SCHOOLS

Seminar conclusions
based on the texts adopted by the participants at Bilbao

I. VALUE AND PURPOSE OF PHYSICAL EDUCATION

Physical education is an integral part of the educational process in primary schools. Without physical education the education of children is incomplete.

Physical education satisfies four basic needs which children have :

1. Children need physical demands

Without properly intensive physical activities, the child will not develop in a healthy and harmonious way.

2. Children need motor experiences

Experiences through movement are the basis for all development, including intellectual.

3. Children need challenges and appreciation

Motor successes and performances play an important role in the genesis of the child's self-concept and identity.

4. Children need to play with other children

In games based on physical skills they get practice in managing relationships.

To satisfy these needs, physical education for children should be built on the principles of variety and diversity, not of specialisation.

Three physical education lessons per week are an absolute minimum to achieve these purposes and the youngest need a lesson every day. These three lessons will only suffice if children have the opportunities, the facilities and the time for their own physical activities every day. Teachers and authorities should work together, so that all children can find, in and out of school, an environment which encourages and incites them to physical activities, various movement experiences and games.

The participants of the Seminar ask the CDDS actively to promote the idea of a child-orientated physical education along the lines described above.

Moreover, the participants asked that further research, including longitudinal and multidisciplinary studies be undertaken on physical education at primary school.

II. GENERAL OBJECTIVES, LEARNING METHODS AND ASSESSMENT

The general objectives of physical education should aim at :

- the child developing a healthy habit of life-long physical activity;
- the child developing a life style with a positive approach to healthy well being;

- enhancing the child's understanding of the intrinsic values of sport and physical education;
- developing motor, gymnastic, sporting, expressive and artistic skills and the desire for daily physical activity;
- the child seeking an optimal physical development;
- developing corporal expression by means of imagination, personal initiative and creativity;
- the child adopting correct postural habits;
- stimulating human communication through all appropriate kinds of physical activities and games;
- promoting fair play, learning to abide by the rules, learning to accept victory and defeat, and encouraging cooperation and tolerance;
- encouraging and developing coexistence and team work;
- teaching children how, through physical activities and sport, they can use their free time constructively;
- helping to achieve self-confidence and self-control through physical activities and sport.

Outdoor activities are occasions to arouse an awareness of man's responsibility, both individually and collectively, to maintain the ecological balance (avoiding environmental pollution and respecting the habitats of animals and plants).

It is not a question of applying one or another learning method, but of achieving an optimum adjustment between whichever method is chosen and the pupil's individual characteristics.

All physical education methodologies should be :

- flexible, ie adaptable to each pupil's individuality;
- active, ie. should give a maximum of practice and movement to all pupils;
- up-to-date, ie the most advanced and coherent teaching techniques should be used continually;
- based on the notions of participation and cooperation, ie, classmates should be friends and not enemies;
- comprehensive, and individual; each should be able to learn according to his or her own rhythm and abilities.

Various methods and pedagogical approaches are used in physical education. Those which are based on the freedom, respect, spontaneity and imagination of the pupil should be preferred.

Assessment should be an educational act in itself and form an integral part of the whole educational process. It should take into account the child's overall development, and that the teaching/learning processes are simultaneous, and it should be continuous and systematic. Assessment should therefore be flexible and functional, adapted to individual differences and the interests, abilities and needs of the pupils, and respect different learning rates.

It is a means of motivating the pupil and of reinforcing and extending his or her learning. It is not a reward or a punishment. Content should include integration in the group, attitudes, physical performance, and sporting spirit - fair play. It should be neither selective nor discriminatory.

III. MOTIVATION

Physical education is a vital part of the child's overall education, without physical education, the latter is not complete. It is thus essential to include physical education in the curriculum at all stages of a child's schooling, and particularly so at primary level.

Any failures, shortcomings or gaps in the teaching of PE during compulsory schooling will have serious repercussions on the pupil's capacity and means to achieve self-fulfilment and a harmonious personal development as a child and as a future adult.

It is thus vital to obtain a positive attitude from all teachers and authorities to this important part of the whole educational process if PE at primary schools is to fulfil its role.

Consequently, there must be motivation, positive attitudes and conviction at the following levels :

A. Social, political and economic levels

- a. national
- b. local and regional
- c. political, economic and social
- d. mass media.

All at these levels, the competent authorities should be urged to make provision in their budgets for the necessary means to guarantee physical education for primary school children.

Schools should also be provided with adequate installations and facilities, games and recreation areas constructed, and PE introduced systematically and effectively in primary schools.

B. At teacher level

The seminar, through the CDDS, invites ministries and authorities responsible for education, and educational institutions to :

- set up working parties to devise and implement innovatory projects in PE at primary schools, and to develop research into it;

- ensure that generalist teachers receive some special training in physical education in all teacher-training colleges;
- give specialists in PE (with general and specialised university education) coordination, programming, supervision and direct action tasks in PE at primary schools;
- organise exchanges of information, experiments, methods, techniques and syllabuses between the various member States;
- rationalise the general primary school curriculum and allocate more time to physical education;
- provide for the training of teachers who can specialise in physical education at primary schools.

C. At pupil level

Through the school, the teacher, the family and the child's own activity the aim should be to encourage and promote the self-motivation of the pupil. Pleasure, success and satisfaction can be derived in and through sports in or out of school, especially those with a high game content and which accord with his or her interests and proclivities.

IV. SPECIALIST AND GENERALIST TEACHERS

1. The quality of physical education in primary schools inevitably depends upon the quality of the class teacher. The first and most important essential is a competent and imaginative teacher. Such a teacher can go far towards overcoming a lack of facilities, whereas the provision of the finest facilities and apparatus will not compensate for the absence of a competent teacher.
2. In nearly all the member States, the general class teacher is also responsible for physical education at primary schools. In some, there is a tendency to have specialised physical education teachers. Whichever they are, they should:
 - establish good relationships with the pupils : this is the foundation for effective teaching;
 - integrate all areas of the curriculum and ensure that no subject is taught in isolation from another, through a pluri- and interdisciplinary approach.
3. General class teachers need to have adequate initial training in physical education. This should allow them to acquire :
 - the interest and the confidence to attempt this teaching;
 - the necessary understanding and knowledge of what to teach in a balanced physical education curriculum;
 - the necessary skills to do the practical teaching at a basic level at least.

4. An exchange of information and ideas should take place in order to identify basic needs in this area and the minimum number of hours required for an initial training in the basic levels of knowledge and practical skill.
5. There is a need not only for initial training for general primary school teachers, but also for in-service training in physical education, in order :
 - to fill any gaps left by initial training;
 - to bring teachers regularly up-to-date on the latest developments in the theory and practice of physical education and provide refresher training.
6. The nomination in each school of a teacher to be in charge of physical education as is done in some member States, has some advantages. The success of this idea depends on :
 - all teachers receiving adequate initial training so that they have the confidence to attempt the teaching of physical education, and will easily accept advice;
 - there being a system of the training and in-service training of such curriculum leaders;
 - the school organisation providing opportunities for the curriculum leader to offer practical help to his/her colleagues.
7. Where specialist physical education teachers are available to work in a primary school, they can be helpful in two ways :
 - teaching the older pupils (aged 11-13 plus) on a specialist basis providing that physical education and sport is not taught in isolation from other subjects;
 - acting as a curriculum leader for physical education and sport, even while working as the teacher of a given class.
8. Perhaps the best kind of physical education specialist for the primary school is a generalist who has been trained as a primary school class teacher, and with a physical education specialisation.
9. It is obvious that the degree to which member States are able to adopt any of these proposals depends on their economic and cultural situation and their school organisation. One country cannot reasonably adopt the model of another country unless such conditions are similar.
10. Generally speaking, however, attention should be paid to :
 - the principle that the training of a primary school teacher should be equal in duration and rigour to that of a secondary school teacher, provided that the content and methodology is adapted to the specific needs of primary school aged children;

- the proper place of physical education in initial training courses so that all primary teachers are given useful basic training and some primary teachers (the ideal number being one per school) are given specialist physical education training;
- an adequate programme of in-service training to help all teachers become proficient.

V. LESS PHYSICALLY GIFTED CHILDREN (the clumsy child)

Educational systems and teaching methods include pedagogical and therapeutic means. These include :

- not isolating a child with motor defects or problems from the rest of the group;
- progressively adapting teaching methods so as to achieve an ever more individualised teaching;
- conforming to the teaching adage that "any task, whatever it be, must be programmed at different levels of difficulty and each pupil must choose his level of achievement";
- not allowing the child to exclude itself from a group because of pressure from class-mates;
- always acknowledging the important role played by affectivity in the learning process.

The reactions of a child with motor problems vary in each physical activity or sport. Consequently, the teachers' pedagogical responses should vary accordingly : he can choose from the following three basic categories of physical activity :

- i. team games and sports;
- ii. individual sports with measurable tasks (athletics, swimming, etc);
- iii. exercises and stage performances (dance, etc).

Different problems call for different solutions :

- Firstly, in team games and sports, the child must never be ridiculed; on the contrary, credit is due for the mere fact of having taken part, even if the performance is not outstanding.
- Secondly, in individual sports where performances are measurable, teachers should then never worry about own aims, but should bear in mind that the child needs to have a personal target, different to that of other classmates.
- Thirdly, the teacher should create a close bond with the child, for they must both live and even overcome the latter's special situation, seeking the parents' help and assistance if necessary.

COMPETITION - COPYING - GAMES

At primary schools in general, and particularly with clumsy children, teachers should look for games in which the weaker or less-gifted children can join in actively, even on an equal basis.

At international level, meetings for whole school classes, not just specialised groups, should be organised.

In general, teaching must be very individualised; the objectives set always being those of the pupil, never those of the teacher.

VI. DIDACTIC ASPECTS OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS

Despite the fact that the regular (even daily) practice of PE in schools, the arrangements in timetables, the availability of adequate facilities and equipment, the precise definition of the teacher's role (multiplier, social or otherwise), the respective proportions of intra- and extra-curricular physical activities, vary from country to country, several common ideas are submitted to the CDDS :

1. Any reflection on the teaching of PE should be developed mainly along the lines of motor relevance specific to motor behaviour.
2. The choice of the pedagogical approach remains the prerogative of the PE teacher. He or she may be aided in choosing by :
 - European training courses which compare the teaching methods actually used in different countries;
 - refresher courses for all teachers on didactics;
 - the appointment of European groups to popularise scientific studies by presenting them in an easily assimilable form for teachers.
3. Adult sports should no longer be the only or dominating didactic model : diversity of pedagogical approach should be maintained.
4. The child's spontaneity must remain an essential factor in PE teaching, and pleasure in physical activity should be the ultimate criterion.

TESTING PHYSICAL FITNESS

Extract from the draft final Handbook describing the EUROFIT Tests

2. WHY TEST PHYSICAL FITNESS? THE REASONS FOR EUROFIT

This Handbook presents the outcome of several years' coordinated European research into a long-felt need : the identification, or development if necessary, of effective means of evaluating physical fitness in children, appropriate to school and survey use. The existence of a number of established tests and test 'batteries', and the projected development of others, was in itself a spur to build a complete set and to avoid a plethora of different national tests, with the associated duplication of efforts and dilution of resources. EUROFIT is the first contribution by sports research to that 'greater unity amongst its members' which is the aim of the Council of Europe. This Handbook replaces the provisional version published in 1983, the tests then presented having been partly revised but largely consolidated on the basis of trials in 15 member countries of the CDDS.

Sport, physical education and health cross national boundaries : they use common tools, instruments and language. Physical fitness can be assessed in the same way across Europe, and if that is done, children can live a part of their lives as, and thus feel themselves to be, Europeans.

Three main reasons have inspired the creation of EUROFIT :

1. Physical fitness is an important component of health and of physical education

Physical education is one of the few subjects which all children are required to do at school. A proper state of physical fitness, as a principal part of sport and physical education, is universally recognised as a major means of leading a happier, fuller and better life. In this context, the EUROFIT tests have already demonstrated many important applications :

- in a relatively short time they can yield a great deal of factual, descriptive information and data - generally missing until now - on the basis of which present attitudes and policies affecting the condition of children can be assessed, and if necessary, revised, often with implications for society as a whole;
- for the individual child, the measurement of fitness can help to develop a positive attitude to the body; enable him or her to achieve a self-awareness and self-appraisal of his or her physical state and thus become better motivated to maintain or improve his or her fitness; the tests can encourage parents to become actively interested and involved in the status of their children's physical fitness;
- the tests may reveal individual or group health deficiencies whether as a result of a one-off survey or monitoring changes through several surveys, suggest possible remedies for them and monitor the effectiveness of the remedies themselves;
- with regard to sports participation, the tests may discover potential weaknesses in overall or specific fitness and thus help avoid sports injuries; on the other hand, they may reveal potential abilities which the child might wish to develop;

- the EUROFIT tests can also be modified for use with disabled children, including mentally handicapped children, and to help the development of adapted physical activities for them.

The reasons for detecting problems and providing motivation acquires increasing importance when it is remembered that, because of the declining levels of average physical activity and exertion, in the normal daily life of most children (and adults), sport and physical education are often the only forms of exercise which such children have. Such studies as have been made tend to show that their levels of physical fitness could be improved and the risk of ill-health - and particularly of cardio-vascular disease - decreased. On the other hand, and ironically, when and if given proper information and encouragement, such children now have many more opportunities and facilities than those available to their parents for taking up active leisure-time pursuits. In other words, the measurement of fitness and the provision of positive encouragement as to how fitness may be improved acts as an important motivator towards the use of those facilities, provided at some cost by the member States to enrich the lives of their citizens.

ii. Assessment of physical fitness is of value to educators and children

Long recognised as a potent attribute for enhancing the quality of life, physical fitness has suffered in the past from the difficulty of assessing its many components accurately and objectively. It has often, and usually been judged on the basis of results in games or competitions : 'winners and losers'. In contrast to this performance-based judgement, the EUROFIT tests are sensitive, reliable instruments for assessing its varying principal dimensions (cardio-respiratory endurance, strength, muscular endurance and power, flexibility, speed, balance) and are related to each person. They are simple to administer and take account of the normal school/class environment. One test lends itself more to survey or project use.

The need for an overall objective assessment has long been felt by teachers, who, in the past thirty years, have only been able to use ad hoc tests. The provision of a common European set of tests will allow teachers and others to proceed with confidence, on the scientific basis of the measures used, and secure in the knowledge that they are participating in a coherent European endeavour. With the understanding given to the child of the nature of fitness, he or she can become more motivated to improve his/her physical fitness, more self-aware, more responsible for his or her condition. EUROFIT is designed as a continuous and dynamic contribution to the child's sense of self-identity and self-determination. Though the EUROFIT tests are primarily designed for school-aged children (6-18), they have also been used successfully with later age-groups, and can thus provide one of the few stable points of reference in the difficult time of transfer from school child to adult.

111. EUROFIT is a contribution to education

Understanding and acquiring physical fitness is only a part of physical education, which itself is an integral part of education in general. Physical fitness therefore is not the sole concern or responsibility of physical education teachers : it should be a shared concern of everybody (child, parents, school, society). All those involved with health, sport and physical education, including of course principally physical education teachers, will have a direct interest in EUROFIT, but EUROFIT should and must go beyond the strict confines of the physical education lesson, and help reinforce the place of physical education in schools in general. The tests can contribute to the teaching of other science-based subjects and provide an important bridge with other disciplines, eg human biology or computer studies. Some tests can be self-administered, and others rely on the help of class-mates (though care must be taken in this respect with regard to scoring and interpreting the data). They are thus an educational tool in themselves, a way of learning and a road to self-knowledge.

It would, however, be naive to ignore some possible criticisms. While EUROFIT is a reflection of best modern practice, no set of tests can be permanently perfect : the set may therefore have to be changed in the light of new knowledge or experiences. One of the prime objectives of EUROFIT is to enable common data to be collected so that scientific conclusions can be drawn from them (eg, on possible health deficiencies via population studies, the connections between influence sports participation and health) and for this strict conditions and administration is required. It is not, however, the purpose of EUROFIT to prepare a table of physical fitness in European countries. The data to be collected could conceivably be used for such a purpose, and some researchers might wish to do so for scientific purposes. It is, however, at national level that the data, will be most useful, enabling policy-makers to take appropriate decisions in the light of sound and solid evidence. Lastly, it should be stressed that EUROFIT is not and, by its very nature, cannot be an instrument for assessing the performance of physical education in teachers. The fitness of children reflects their life style as a whole, not only what happens to them in 2 or 3 hours a week of physical education classes.

Implementation

Lastly, EUROFIT is a simple, practical set of tests and represents a very cost-effective package. This has always been one of the main concerns of the Sports Research Committee of the Council of Europe's Committee for the Development of Sport. EUROFIT is cost-effective whether it is used for any or all of the applications mentioned earlier, and whether carried out by physical education teachers or special mobile teams with laboratory-type equipment. A class can be administered in a reasonable time; it provides immediate standardised data and can be used over a long period of time to detect status, changes and trends. It seems that no other existing combination of tests provides similarly useful and comprehensive data relevant to the whole range of physical fitness. It is thus important for the appropriate authorities responsible for education and for sport to facilitate and encourage its implementation on as many children as possible and to make the resources - not least time, personnel and training - available for this.

Who will do the testing and strategies

As stated earlier, all those concerned with sport and physical education are, of necessity, directly interested in physical fitness, and will be particularly desirous of knowing the fitness levels of those entrusted to their charge, whether in physical education, school sports and games or in sports clubs. While physical education teachers will probably be the main testers, it must be stressed once again that it is not their sole concern. They should be supported by others : such as mobile research teams attached to universities, education authorities or school medical or careers services. These could oversee implementation, advise schools or sports clubs, train and help testers in the schools and analyse the data at regional or national level. In any case, some form of national or central coordination and data collection body or agency will probably need to be set up to give guidance, and to provide the main impulse for interpreting the data for national policy purposes.

One approach could be to adopt a two-fold strategy :

- i. to establish reference values on a national basis via the careful collection of data (including from the bicycle ergometer test) in controlled conditions;
- ii. to aim for a regular assessment (say once a year) of all children in schools under the aegis of the physical education programme, thus allowing comparison with the national reference values.

Table 1 : Dimensions and factors of physical fitness and the EUROFIT tests

DIMENSION	FACTOR	EUROFIT TEST	SEQUENCE
Cardio-respiratory endurance	Cardio-respiratory endurance	Endurance shuttle run (ESR)	9
		Bicycle ergometer test (PWC 170)	
Strength	Static strength	Hand grip (HGR)	5
	Explosive power	Standing broad jump (SBJ)	4
Muscular endurance	Functional strength	Bent arm hang (BAH)	7
	Trunk strength	Sit ups (SUP)	6
Speed	Running speed - agility	Shuttle run : 10 x 5 metres (SHR)	8
	Speed of limb movement	Plate tapping (PLT)	2
Flexibility	Flexibility	Sit and reach (SAR)	3
Balance	Total body balance	Flamingo balance (FLB)	1
ANTHROPOMETRIC MEASURES		Height (cm)	
		Weight (kg)	
		Body fat (5 skinfolds : Biceps; Triceps; Subscapular; Suprailiac; Calf)	
IDENTIFICATION DATA		Age (years, months)	
39		Sex	40

B

S P O R T S F A C I L I T I E S

SPORT AND LOCAL AUTHORITIES

General conclusions

1. Sport should be considered as a public service for the community.
2. Local councils should give priority to the promotion of sport for all or other aspects of sport.
3. Participation by the population and voluntary organisations should be encouraged and co-ordinating structures created.
4. The financing of this public service will usually be the responsibility of the local council, with the help of the State. Users should in principle make a small contribution to the cost of public facilities.
5. Sport is an instrument of international understanding between people and towns.

RURAL AREAS

A rural community was defined as a small community with less than 10,000 inhabitants, in a mainly agricultural area; it has sporting needs and traditions which differ from those of medium-sized towns and large cities.

1. In rural communities the development of sport as a part of general development requires a realistic programme based on co-operation between all the parties involved, including public authorities and voluntary bodies. The forms of this co-operation and development depend on the legal structures of the country and the sporting, social and cultural traditions of the community.
2. If the sports needs of rural communities are to be satisfied they should be able to call on financial and technical help from statutory and voluntary bodies. This help will only be effective if the rules are flexible. One of the objectives to be met is the provision of adequate facilities, in particular facilities suitable for joint sport and cultural use.
3. The development of sport is one of the main factors in improving the quality of life of the inhabitants in rural communities and may encourage their continued residence.
4. In developing its sport activities, the rural community contributes to revitalising the cultural life of the community. Such development can also make an important contribution to encouraging a better understanding within the community.

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MEDIUM SIZED TOWNS

Using the introductory report on Pau ; (*) the participants emphasised the fact that every local community is faced with the problems which arise from the three main types of users of its sports facilities, ie school children, organised clubs and un-affiliated participants.

The contributions made towards the capital and running costs of provision for sport and recreation from central government, from regional, provincial and local sources, as well as that from voluntary organisations, varies amongst the member states.

However all agreed that it was imperative for all the European governments to appreciate that motor, sport and physical education begins in the schools and should be made available to all; it follows therefore that all citizens have the right to practise sport and recreation as an integral part of their culture and a factor in the full realisation of the individual.

In order to ensure their full use, facilities, outside school time-tables, should be open to the public and thus there is the need for a body to co-ordinate the needs and fix the time-tables for the users in all three afore-mentioned categories, a role which is played in France by the Municipal Sports Office.

Once each authority has fully understood its responsibility, a full co-operation is desirable to avoid many dispersed efforts and too much investment in one project where it would be better employed in another. To summarise, there should be a common consideration of the needs in order to decide the location of the facilities necessary to respond to these needs.

If the medium sized towns should be especially assisted due to their role as leaders with regard to their surrounding small communities, the provision of functional facilities is preferable to the building of oversized complexes, which would be left to the large cities. However, it is of the utmost importance that the architects avail themselves of the advice of sports specialists and the users; here the role of the sports leaders is too often ignored. Human resources should be the starting point for all sports policies at a national level and these should be applied after a discussion with the local authorities who have to meet the daily needs of their citizens especially those who are not affiliated to any association.

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(*) CDDS (78) 37

The role of the local communities, in the sports context, can be considered at several levels:

- investigation
- planning
- organisation, which includes administration, promotion and also evaluation of what has been done.

It would seem that the investigation should be empirical and pragmatic, in order to be as effective as possible, and include consultation of potential users.

The problem is whether to provide facilities near to the users or to attract the users to multi-use sports facilities on the borders.

When taking the local context into account, it is advisable to use every opportunity which arises for a transformation or multi-use of certain sites in the centre of towns, both indoor and open air, which are not permanently occupied (covered markets, coach garages, etc). With regard to town planning, care should be taken to provide for sports areas at the same time as other buildings, whether they be small local facilities or larger complexes, and always taking into account the needs of the handicapped.

The creation, in or near towns, of sport and recreational complexes which offer the services of permanent sports leaders and a wide variety of free activities (thus avoiding the separation of the members of each family and providing a meeting place) should be studied together with the provision of public access to them (buses, cycling tracks, etc).

The opportunities offered by the natural environment for open air activities should not be forgotten.

It is necessary to make the population aware, by inviting them to participate in the planning of projects and by providing information in the press and on the local radio, about the creation of facilities which are open to all and underlining the transport and services available.

It is desirable to ensure a close co-ordination between administration and "animation". The latter, when aimed at those who are not affiliated to any sports organisation, should be entrusted not so much to single-discipline specialists, except in certain specific sports, but rather to multi-sport "animateurs" whose main pre-occupation should be to give life to facilities and make them suit the users' requirements.

The local communities, which subsidise the sports associations, can count on the technical staff of the latter in order to secure a high level of sports instruction.

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Sport for all should be considered as a public service and thus should receive the same financial aid as other public services (health, education, etc) notwithstanding the fact that it may receive other complementary funds not included in such budgets. In view of the investment and running costs of these facilities, the users should make a contribution - even if only a token one - although care should be taken that the sum is not an impediment to the practice of sport by all, and that special arrangements are made for the under-privileged.

In conclusion, sport - as a public service - must be given sufficient finance by the authorities so as to participate usefully in the creation and management of sports provisions based on the needs expressed by the local communities who play a stimulating role in developing the sporting activities at all levels.

With this aim, it would be desirable to create a consulting and co-ordinating organisation at the local level.

LARGE CITIES

A. QUESTIONS OF PRINCIPLE

1. Sport is an individual and social need, and public authorities have to ensure that the necessary services are available to the community. Local authorities should ensure that all citizens have equal and fair opportunities to take part in sport and recreation.

Besides its own intrinsic values, the benefit of sport as a preventive contribution to the health of the nation makes it a subject of legitimate concern to governments.

2. The responsibilities and roles of the local authority are:
 - i. to make provision for an adequate number and range of facilities;
 - ii. to see that suitable activities - to be organised as may be most appropriate - are made available to the public;
 - iii. to provide money (in conjunction with other authorities) for the practice of sport;
 - iv. to complement and support the voluntary bodies and to act in partnership with them;
 - v. to encourage the provision of activities for both organised and unorganised participants in sport; the latter are likely to be a growing priority for local authorities.

3. Local authorities need support from central government. There is a need therefore for a firm national commitment to the development of sport; for central government to stimulate local authorities to act; and for central government to allocate sufficient resources to sport to support the local authorities. Sport policies require long term planning, and this must be done in conjunction with other areas of public life so that an integrated policy is developed.
4. Large city authorities in general have the following particular characteristics and problems:
 - i. the space available for sport and recreation is often limited, and the price of land very high;
 - ii. "inner city" areas, or areas of deprivation, pose special problems;
 - iii. urbanisation affects the patterns of social life, including participation in sport;
 - iv. social communication is often limited and human resources are neglected;
 - v. there is a need to improvise, adapt or convert facilities for sport from whatever buildings may be available in order to overcome the shortage of space;
 - vi. large cities will have a wide range of facilities and some will wish to provide national facilities.

B. TASKS AND POWERS

1. Facilities

- i. The cost of land in large cities and of building now often puts the price of new facilities beyond the reach of sports clubs. As the European Sport for All Charter states the provision of facilities is a public responsibility, where clubs cannot provide for themselves.
- ii. Cities should aim to provide a balanced range of facilities - both low-cost and to competitive standards, for organised and unorganised sports - and to provide an adequate number to allow access for the whole population.
- iii. The conversion of old buildings and new sports technical developments offer scope for a more flexible approach to the provision of adequate facilities.
- iv. Existing facilities should be used and exploited to the maximum: for example encouraging the dual use of school facilities and other public establishments, such as halls; using facilities to competitive standards for mass sports events and activities.

- v. Consideration should be given to the use of natural resources within the city (rivers, parks, canals, woods) in particular for unorganised sport, and on the edge of the city (forests, green belts, etc), possibly in collaboration with neighbouring authorities.
- vi. Cities should consider how they might use, or acquire, legislative powers in order to provide for an adequate number of facilities, such as compulsory purchase, creation of pedestrian areas, powers to provide for access to natural resources, etc.
- vii. Long-term budgets can be established with the help of guidelines on the level of provision of facilities to aim for; but inventiveness and flexibility are of major importance, particularly in responding to new demands and requirements.
- viii. Where commercial clubs are prepared to open their facilities to the general public, in particular where the facilities are strategically placed, cities should consider subsidising them for this purpose.
- ix. Ensuring that the whole city is adequately supplied with facilities accessible to the population will probably require planning by zones and areas.

2. Management, promotion and staff

- i. The principle is that human resources are as important as facilities and should be fully used.
- ii. Some local authorities entrust the management of facilities exclusively to clubs; but most consider they have an obligation to provide properly qualified staff, often in co-operation with the clubs. Self-help should be encouraged, as self-management keeps costs down.
- iii. Local authorities' responsibilities include maintenance and public safety (eg in swimming baths).
- iv. Management should encourage use by unorganised participants as well as by club members and bear in mind the important effect of details such as timetabling.
- v. Many cities need sport "animateurs" - either public or club - (such as "trim leaders") to work directly with people, either in response to a request or to stimulate activities. The training, qualifications and status of such animateurs will vary.
- vi. Management must be co-ordinated and integrated with other institutions (eg schools) so that team work is encouraged.
- vii. Natural resources also require careful and understanding management and control.

3. Consultation of the public

- i. Good management depends in part on an understanding and knowledge of the local population's needs, and the ability to attract new participants into sport. Growing importance is attached to associating the public with sports policy, in planning and in implementation. The quality of the response depends on the quality of the consultation.
- ii. Besides the well established channels of communication (such as Stadtsportbunds, Offices Municipaux de Sport, local advisory sports councils, users' committees, etc) new channels are being used: tenants' associations, school committees, neighbourhood councils; local politicians can also help bring local needs to the attention of the city council.
- iii. In large cities, the need for decentralised and local channels of communication is particularly important.
- iv. Research enquiries and surveys are important tools, and initiatives should be properly monitored; action and experimentation can also create and satisfy sport demands.
- v. Potential users should be properly informed of the opportunities available to them.
- vi. Some people, particularly in large towns, (eg the handicapped, the elderly, immigrants, young mothers) have special needs which vary; they require appropriate activities and programmes to be provided by local authorities, in co-operation with sports clubs. These activities should be done thoroughly and followed up with proper continuity.

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INTEGRATED FACILITIES

At the first Conference of European Ministers responsible for Sport, held at Brussels in March 1975, the Ministers adopted, inter alia, the following resolution :

"Encouragement must be given to the provision of facilities that can be used for both school sport and voluntary sport and, whenever possible, to the combination of cultural and sports activities" (para. 3.3. of Resolution No. 2).

They also asked the Sports Committee "to give particular attention to the pooling of experience in the construction and management of sports facilities" (para. 2.d. of Resolution No. 3) (CMS (75) 18).

At their 2nd Conference, held in London in 1978, the Ministers reiterated the importance they attached to this subject by inviting the CDDS to promote the study of the "provision and equipment of integrated sports and recreational facilities" (Resolution No. 2, CMS (78) 11).

The CDDS initiated work on these themes in 1976. The consequence of this European cooperation was a seminar held in London from 29 October to 2 November 1979. The participants adopted a text covering the philosophy, the funding, the design and planning and the management of integrated sports facilities, which they submitted to the CDDS.

This text does not pretend to be exhaustive; nor is it necessarily suitable for immediate application as it stands in all the member States. It does, however, draw on their collective experience in the matter of integrated facilities; it gives reasons for pursuing a policy of integrated facilities as a complement to the more normal policy of providing separate sports facilities; it emphasises the potential financial savings to be made at a time of economic stand-still or recession; and it suggests a number of ways in which such a policy can be carried out and the advantages to be derived from it. With regard to questions of structures, the CDDS is conscious that each country will wish to maintain its own traditions : the text does, however, draw attention to the fact that a basic necessity for the successful implementation of a policy for integrated facilities in a system which permits coordination and cooperation between the different departments and bodies involved.

The CDDS therefore submits this text for information to the appropriate national authorities in the member states in the hope that they will derive from it practical information, experience and encouragement should they decide to promote a policy of integrated sports facilities in the sphere for which they are competent.

Preliminary Statement

In the complex relationship between sport, education, culture and social life there is an inevitable degree of complementary ground offering opportunities for providing integrated facilities, designed to lead to a better quality of life.

Such integration is likely to succeed when a co-ordination of the different functions is achieved by co-operation between providers and users of the facility.

There is a distinct economic advantage to be gained by putting the financial resources of several organisations into common projects. Long term and co-ordinated planning will lead to optimum use of facilities and will help to avoid unnecessary expenditure.

The CDDS stresses that the facilities for education and sports and leisure activities are resources of the community. Politicians, administrators and all those responsible for planning, constructing and making the best use of them should do so for the benefit of the whole population.

On the basis of the definition of 'integration' used for this Theme viz :

"The provision, use and management of facilities for sport, physical recreation and leisure by education establishments and the community, including sports clubs"

the following text was approved by the CDDS :

Philosophy and Policy of Integration

1. The appropriate national authorities are urged to consider the working definition used at the seminar in the hope that :
 - a. they can accept the definition as a basis for declaring their support for the philosophy embodied in it;
 - b. they will consider the establishment of National Working Groups representing Government, local authorities, sport and other social agencies to consider how policies based on this philosophy could be implemented within their own country.

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2. Experience suggests that the principle of multiple funding results in better integrated facilities with representation on any facility's governing body broadly in accordance with the sponsoring agencies.
3. In view of the widespread interest and support for this concept, the procedure for the exchange of information and a broader dissemination of research documents on the benefits of integration should be considered; research projects and procedures for monitoring changing needs should be established.

Planning and Design of Integrated Facilities

4. Whichever central, regional or municipal authority takes the lead in integrated planning and management, the policy should be implemented as part of a comprehensive inter-departmental plan, which in many member states will involve public participation.
5. While striving to meet the sports needs of education and the community in an integrated way, it is also desirable to provide for social, cultural and other activities; there may be a special need to do so in areas of scattered population, and unique opportunities to be grasped in areas of new urban development and change.
6. Integration of community and educational sporting facilities should operate in all types of educational establishments from primary schools up to and including universities; this will involve re-examining existing resources as well as building new ones.
7. Noting how integrated facilities are in use by large numbers of people for many activities for up to 100 hours a week, adequate and appropriate standards of space, finishes and equipment should be specified and used; this will contribute to more economical operation and maintenance in the medium and long term.
8. Where surplus facilities become available either through falling school rolls or through educational re-organisation, there are significant opportunities for extending integrated use.
9. New facilities should be flexibly designed as experience has shown that the use of and demand for facilities changes substantially over a period of ten to fifteen years.

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Management of Integrated Facilities

10. Well co-ordinated structures, involving central, regional and local government together with appropriate statutory and voluntary agencies, will facilitate the development of integrated schemes at local, i. e. neighbourhood level.
11. The principle of integrating under a unified management structure the local community's sport, leisure, youth and adult education activities might be adopted.
12. The system of management adopted should clearly state its aims, objectives and responsibilities which reflect the needs of the local community.
13. There is an urgent need for management and technical training at all levels; the appropriate ministries should be actively assisted in the development of programmes appropriate to each country's needs, bearing in mind senior management and post-graduate training requirements in a European context.

LOW-COST SPORTS FACILITIES

From the wealth of information exchanged at, and in the light of the discussions during the seminar, the following conclusions are amongst those which may be drawn:

A. POLICY AND PLANNING

1. The present economic climate and the need to ensure the best value possible in the expenditure of public money should oblige the authorities responsible for planning and constructing sports facilities to take account, from the earliest stages, of the following factors:
 - a. that new facilities should be provided for the benefit of the community as a whole; planners at national and local levels should be aware of the possibility of coming to different conclusions as to national and local needs; priority should be given to the needs of the local community;
 - b. in small and/or isolated communities, new facilities should serve both sport and socio-cultural needs;
 - c. in large communities, the need to balance the advantages of building multi-purpose sports centres (eg pools and halls) in terms of lower capital, maintenance and management costs, against the disadvantages in terms of access and higher transport costs for the users;
 - d. the need to provide for a proper 'hierarchy' of sports facilities, ie to take account of the pattern of existing facilities in the area, and to consider the possibility of adding to or extending existing facilities;
 - e. the need to aim to satisfy demand more satisfactorily and to ensure that unspoken demands were not forgotten so that more people can make use of the range of facilities available;
 - f. the need to encourage the traditionally outdoors sports not to change to playing indoors.
2. An important contribution to the provision of an adequate range of facilities at a reasonable price can be made by ensuring that existing facilities are both managed and maintained in a proper and rational way. This will be as important to some member states as the building of new ones is to others.
3. New facilities should not waste space:
 - the playing areas sufficient for the kind and level of sports most likely to be played;
 - ancillary and social spaces, technical plant and equipment should not exceed the planned intensity of use;
 - the layout should be flexible and adaptable to new circumstances.

4. Local authorities should help and encourage voluntary groups and sports clubs in the building of new sports facilities by:
 - a. perhaps providing land or ground rents at reasonable prices;
 - b. encouraging do-it-yourself and self-help schemes;
 - c. by providing grants, or guaranteeing loans at low interest rates;
 - d. by helping suitable conversion schemes of disused buildings into sports facilities;
 - e. by relaxing, where appropriate, norms and regulations.

Financially speaking, do-it-yourself or self-help schemes may cost up to 25 - 30% less than normal contractor's work and, in the case of conversion (which often costs more than building new) the extra costs may be more than recouped.

Socially, they provide new facilities in areas where often none exist as yet, and promote community pride and identity.

5. In considering sports facilities in rural areas (cf 1.b) sports facilities will probably be based on schools and/or community centres. In villages where no sports facilities exist, urgent consideration should be given to providing them in conjunction with other social needs. All uses will thus contribute to the financing of these multi-purpose centres. One example is the French Youth Club programme. Another possibility is to provide a temporary light-weight structure, such as an air hall, in order to stimulate community initiatives and the will to build a permanent structure, perhaps along the lines suggested in paragraph 4 (self-help).
6. The best value for money results when both policy and technical experts from planning, design and management co-operate fully from the beginning and they prepare a good, comprehensive brief for a new facility.
7. In some countries (especially those with well developed club structures) the major need will be for facilities suitable for competitive level sport even at the base of the 'hierarchy' (1.d.), in others, the priority will be to provide facilities more suitable for recreational use by the public on a casual basis.

8. A relaxation of building regulations and norms may be necessary in some circumstances if adequate new low-cost facilities are to be provided in the present economic climate. Norms are necessary in principle: and certain safety ones are vital. But they should be the minimum necessary and additional standards might be in the form of recommendations. Norms should also be considered from the point of view of their financial implications. The international sports federations are also asked to bear in mind these principles when considering changes in their regulations on facilities and to consult public authorities before deciding changes. National federations could be encouraged to agree to lower standards when lower levels of play are going to be the main use of a facility.
9. Common approaches, even standardised designs, can be prepared for the intensive reproduction of new sports facilities; this process will in itself stimulate the building of new facilities. Such approaches or designs should allow for being adapted to local climatic, geophysical or geographical areas and to use local materials. The UK example ('Standardised Approach to Sports Halls' - SASH) and the Italian work by CONI on a 'basic' sports facility are promising.
10. An industrialised process or common approach has advantages for countries over a certain size, depending on the network of facilities already built:
 - in the provision of recommended performance specifications;
 - in the provision of prefabricated components;
 - in providing a complete design and management package for local authorities and others with little or no previous experience in this area and negotiated centrally at a lower price;
 - in providing flexible floor space plans to meet particular needs.
11. The quality of the materials used should be appropriate to the functional use and its planned life. This generally means the use of high quality, long-life, low-maintenance finishes, except when the facility has a limited life (say ten years) on a low volume of use.

EUROPEAN POLICIES FOR SPORTS FACILITIES : EXPERIENCES AND NEW PROSPECTS

Summary of the final session

Participants were asked to make their own evaluation of the work of the seminar on the basis of a common form and the results of this assessment are summarised below:

1. To exchange information and to get a better knowledge of the situation in other member States are rated as important and necessary objectives of CDDS work by all participants. The national reports and summaries prepared before the seminar, and the papers presented during it, have provided a good deal of very helpful information to delegations and experts and will continue to be a useful resource. The CDDS is therefore to pursue this kind of seminar.

If so, general seminars covering the entire range of problems of sports facilities might be held at three or four-yearly intervals; seminars dealing with specific aspects (eg planning, or technical questions) more frequently.

2. Amongst factors which seemed to emerge most clearly from the exchange of information between member States :

- a move towards 'leisure' or 'sport for all' facilities (new types of activities, new kinds of 'casual' participants);
- the need to make greater use of existing facilities (marketing, management aspects, technical solutions, updating and renovation);
- the feeling that the supply of facilities did not match real demands, even in countries with a wide range of facilities (increasing leisure time, growing participation rates);
- the desire to know real needs and demands more precisely in order to help plan for a more adequate supply of facilities in each type of community, whether city centre or rural;
- the problem of sports facilities and the environment, administrative control of contracts, security of participants;
- new types of management required (role of clubs, electronic data processing etc).

The participants would have wished for further time to discuss these questions.

3. With regard to proposals for future action by the CDDS, the overwhelming majority fell into two areas :

- i. Policy : (new needs, demands and supply; provision of new kinds of facilities; national plans; differentiation by types of areas; needs of target groups; population changes)
- ii. Management : (marketing, management training, information management, role of voluntary organisations and commerce).

Further specific proposals included several concerning either :

- iii. Sport and the environment : (possible conflicts with regard to use, architectural aspects, use of natural facilities)
- iv. Economic or technical aspects : (artificial surfaces, financing of sports facilities, including 'whole life costs' , new developments).

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P R O M O T I O N O F S P O R T

SPORT FOR IMMIGRANTS

At the first Conference of the European Ministers responsible for sport, held at Brussels in March 1975, the Ministers resolved, in Text No. 2 on "the role of public authorities as regards the development of sport for all", that

"the public authorities should, wherever possible, encourage the following to practise sport: migrants" (CMS (75) 18, page 4, paragraph 2.2).

At the 2nd Conference, in London 1978, the Ministers adopted Resolution No. 2 on 'Future European Co-operation' in which they asked the CDDS:

"to commission an analysis of the relations between the situation of socially under-privileged groups and the types and level of sporting activities they normally engage in or could engage in successfully and in particular of the role that sport can play in helping to promote the integration of immigrants into society" (CMS (78) 11, page 15).

It was in fulfilment of this request that the CDDS accepted the offer of the Portuguese delegation to organise the work for this theme on its behalf. A Portuguese study group, in conjunction with a preparatory committee set up by the CDDS, presented the results of their work to a seminar held in Lisbon in December 1979.

The CDDS considers that the following text, which is a condensation of the texts adopted at the Seminar, may provide illustration, guidance and inspiration to those working for immigrants sport in the member states and brings this text to their attention in the hope that they will find it useful. The full report of the Seminar may be consulted for further details.

1. SOCIO-ECONOMIC AND CULTURAL POSITION OF THE IMMIGRANTS

1. The children of immigrants should not be treated as "immigrants" because they are in many cases growing up as citizens of the societies in which their parents have settled; nevertheless, their cultural background should be respected.
2. These immigrant/ethnic minorities are going to stay in the countries of their settlement: this is relevant for any action programmes, even if at a later stage some might decide to leave for their country of origin.
3. "Integration" should be seen as a process where immigrants have equality of opportunities, but at the same time can keep their cultural identity. It is usually a two way and complementary process and integrating sport should be seen in this light.
4. The living and working conditions of immigrants, their social and cultural isolation, and the overall feeling of uncertainty about their future in the countries of their residence, make them a disadvantaged and deprived group within their societies.

5. Sport should be seen as an important means for the social integration of immigrants in the society where they settle: while providing activities for their personal physical development and recreation, it should also keep in mind their cultural background. Sport can provide opportunities for immigrants to come into contact with the indigenous population through common participation and thus could help to break some of the language and cultural barriers. Positive efforts should therefore be made to provide such opportunities. The highest sport authorities could see whether federation rules could be improved to allow clubs to receive immigrants more easily. Sports organisations should be asked to increase or initiate their efforts to encourage immigrants' participation: this applies at international, national, regional and local levels.
6. Measures should also be taken which could make it easier for the immigrants to form their own associations (especially local ones), as a means of facilitating their participation in sport as a transitional step to help them to come out of their isolation. This would encourage their endogenous development and allow immigrants to discover their own possibilities.
7. The first clause of the European Sport for All Charter states that "every individual has the right to participate in sport". Wherever legal provisions exist which are obstacles in this connection they should be removed at once by the relevant governments: all the population has the same right to participate in sport as it all has the right to the same quality of life. For example, immigrants' access to public sports facilities should be extended as much as possible.
8. Different age groups within the immigrants' communities will have different needs and difficulties to participate in sport, and appropriate approaches for their motivation should be made to overcome some of these difficulties; eg youngsters are the easiest group to motivate whilst it could be very difficult to do so for the first generation, elderly people and those women whose religious and cultural norms do not allow them to come out of their homes. Immigrants should be welcomed to participate in sport and their preferential sport activities should be provided: this might in some cases be alien to the indigenous population. But at the same time they should be informed about and encouraged to participate in the sport activities of the country of their settlement.
9. Adequate provision should be made in the training of existing professional staff who will come into contact with immigrant communities.
10. Whenever racialism and discrimination against immigrants in the societies of their settlement adversely affects their participation in sport, it should be counteracted by using all available means such as mass-media, schools, governmental and voluntary organisations, etc.

II. WELCOMING STRUCTURES

a. International

Bilateral agreements between governments and/or non-governmental organisations could contain clauses on immigrants' sport.

b. National

1. The ministries responsible for emigrants should give general information about the welcoming structures and the possible ways to practise sport in the host countries.
2. In the embassies in the host countries, cultural attachés could have a greater awareness of sport questions, or be given responsibility to act as sports adviser. A very important task would be to prepare, in conjunction with the sports organisations of the country of origin, a practical document on the sporting customs and traditions of the immigrants for sports organisations in the host country and leaflets listing all the information and addresses that might be useful on arrival in the welcoming countries (for both sport and socio-cultural aspects) on sport in the host country.
3. The cultural centres or hostels for immigrants which exist in many cities of the Council of Europe countries could distribute these leaflets to immigrants. Lectures and audio-visual material should also be considered.

In all the above, there is a need for close collaboration between the authorities and the sport and socio-cultural associations in the welcoming countries.

c. Clubs

The sports structures of the welcoming countries should allow immigrants to participate in organised sport. They could thus benefit from all the advantages deriving from organised sport in these countries: sports facilities, medical examinations, insurance, etc, without losing their cultural identity. As in Luxembourg, a "sport nationality" might be attributed under certain conditions.

- d. Another structure is the firm or company: these could make an important contribution to the promotion and practice of sport amongst immigrants, especially where their pattern of shiftwork allows them little spare time for sport.

It is advisable to recruit trainers, leaders and coaches in the native country; they should be familiar with the host country. Administrations and sports organisations should also train their own such leaders from the immigrant communities. Such animateurs would be trained in the host countries with the help of the sport authorities. Competence in many sports and in socio-cultural affairs appears desirable for these animateurs: they may be full-time professionals or part-time workers or voluntary workers.

Activities could be oriented towards recreational sport and aimed particularly at women and families. This task would be the responsibility of the multi-sport animateurs who should look at all possible sports practices for those outside clubs.

As regards the cost of these different proposals, it would not necessarily be very expensive, since voluntary sports workers can always be asked to help; finance should be found for the organisation of short training courses, (say of one week).

These proposals are not exhaustive: different structures may be used in every country. It would be advisable, then, to adapt and extend the programme of action and the welcoming structures mentioned.

III. MEANS OF COMMUNICATION

1. (Im)migrants need:

- awareness- promoting information ("sensibilisation")
- general information about sport in host countries
- up-to-date information of a precise and interesting nature.

Sports organisations could help in the preparation of promoting campaigns.

Such information should be prepared by the representatives of the (im)migrants and by the host countries so that an accurate picture of and response to (im)migrant needs and aspirations may be obtained (feed-back).

2. For the channeling of information use should be made of :

- the mass-media (awareness- promoting function)
- (im)migrant organisations
- charities, etc.
- schools (both via students and via parents).

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IV. PILOT PROJECTS AND ACTION PROGRAMMES

1. Before starting and when preparing programmes, the immigrant communities must be consulted by setting up specific study groups. Participation by immigrant representatives in policy-making, advisory and co-ordination sports bodies ought to be considered: (local, regional and national councils).

A co-ordination scheme involving the relevant government institutions (Ministry of Labour, Immigration Office, etc) as well as non-governmental ones (unions, cultural associations, etc) should also be envisaged. A close partnership between the local authorities and the local sports clubs is essential.

2. All programmes should be set up in such a way that their continuation is guaranteed.

Moreover, when preparing them, the immigrant communities will help to define and to differentiate the particular cultural frameworks, conditions and aims which will apply to the first and to the second generations of working men and women and their families. Systematic and continuous evaluation should be a primary concern.

3. The programmes should apply both to organised sport (clubs: federations of various kinds; corporative sport; company sport) and to non-club activities, particularly recreation.
4. To be effective, programmes and facilities should be centred on areas which are particularly deprived and with a high concentration of immigrant population: the programmes should take place within the immigrants' immediate environment.

SPORT FOR IMMIGRANTS

The participants reaffirmed the results of the 1st Seminar (1) and adopted the following conclusions :

I. INFORMATION DESTINED FOR IMMIGRANTS

1. Information must be addressed directly to the immigrants. It has to be at as local a level as possible, where immigrants live and/or in their families. The media of both origin and host countries and the new technique of videofilms and cassettes can be used.
2. Co-ordination in this latter area between these countries could be improved, in particular, origin countries could translate into their language and distribute to their emigrants, material provided by host countries on sports promotion and the possibilities and openings for practising sport.
3. Special forms of information include ethnic newspapers and broadcasting humorous techniques etc. House to house and family-based communication are most likely to be successful. The methods of communication must take account of differences between the 1st, 2nd and 3rd generations.
4. Local media such as local TV (where it exists), radio, newspapers, poster boards, etc. will be more successful than national ones. They should be used in different ways according to the objectives.

Care has to be taken that sports promotion does not harm traditional family culture. Attractive and unusual material directed to the mass-media needs to concentrate on the human interest of a story.

5. Channels for communicating with immigrants

a. Governmental authorities

It is assumed that national governments have all agreed that opportunities must be provided for immigrants to have a chance to enjoy the same quality of life as the other inhabitants. Sports Ministries and national, regional and local sports councils will therefore be obliged to apply this policy for sport as well, in particular by proposing, and distributing money for, appropriate programmes.

b. National non-governmental sports associations

National non-governmental sports organisations (like the Deutscher Sportbund, the Swedish Sports Federation) have adopted information programmes and policies for the development of sports for immigrants - see CDDS (82) 36 and 40. Other national sports associations are urged to adopt a text with a similar purpose appropriate to their country.

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- (1) Notably on the concept of integration, the Lisbon text states:
"Sport should be seen as an important means for the social integration of immigrants in the society of their settlement. It should also be seen as providing activities for their personal physical development and recreation, but also keeping in mind their cultural background".

c. Local authorities

The sports departments of local authorities have a responsibility to ensure that immigrants in their areas have equal opportunities to participate in sport. In particular they can help by training sports and/or employing animateurs, designed especially to work with immigrant groups.

d. Local sports clubs

Sports clubs have opportunities to communicate directly with immigrants, for example:

- i. by club leaders, the most energetic of whom will actively search for immigrant members (on a house to house basis);
- ii. by bilingual instructors/animateurs who will be able to communicate with immigrants in their own language.

e. Non-sports agencies which can communicate with immigrants

i. Schools

- physical education classes
- school competitions, sports festivals, games ("Youth Games"), etc
- classes in the mother tongue which can include material on sport, including traditional games of the origin countries
- school bodies, such as parent - teacher associations, class meetings, school councils, etc..

ii. Work

- the firm or company as such
- company sports clubs
- trade unions.

iii. Local bodies

Besides local authorities who have a general and overall responsibility (5.c.) other official channels include:

- social services' offices etc., and especially neighbourhood helpers such as social or community workers.
- community associations/councils, etc.
- the youth service, youth workers and youth clubs.

iv. Private

- the churches
- non-sports activities of sports clubs
- immigrants' associations.

6. Co-ordination between all these agencies and bodies will be necessary if they are to function efficiently.
7. The working party agreed that a European poster for the development of sport for immigrants, which could be used in all countries, would be desirable. It should not be patronising, in any sense. The Portuguese authorities agreed to provide a draft poster.
8. It is also very important that information be provided for the native population so that a greater understanding of why special measures for promotion of sport for immigrants are necessary.
9. Information should also be made available to people working in sport on the cultural and sports backgrounds of different immigrants.

II. CO-ORDINATION

A. At national level

1. National sports agencies are urged to establish formal consultative machinery with sports and other appropriate associations of immigrants.
2. National sports agencies are urged to appoint at least one senior officer with special responsibility for the development of sport amongs immigrants.
3. Individual national sports federations are invited to examine ways in which they might grant to immigrant sports leaders recognition of diplomas awarded by a sports federation in the country of origin of the leader at the appropriate level and with the necessary safeguards.
4. Each member country of the CDDS is asked to establish and send to the Clearing House a list of associations and bodies concerned with sport for immigrants and for emigrants so that co-operation and collaboration may develop more effectively. This will help in the implementation of the suggestions at A.1 and 2 above.

B. At international level

1. Co-ordination at international level should help promote integration in the way defined at the Lisbon Seminar.
2. Proposals for bilateral and multilateral sports co-operation should be addressed in the first instance to the national sports agency.
3. Bilateral co-operation can be effected both between national sports agencies and between individual sports federations of the two countries, and this can help resolve problems in a practical way.
4. The Seminar warmly supports the Portuguese offer to organise, perhaps in 1984 as part of the European programme, a training course for Sport for All animateurs for immigrants (participants from both host countries and countries of origin) and asks the CDDS to study positively the more detailed proposals which Portugal will submit to it in March 1983.

III. TRAINING

1. The basic problem is to inform immigrants of training courses open to them and to help them to attend such courses. These courses may be either those which are open to everyone or those which are specifically designed for immigrants.
2. Training courses should be organised by the host countries' authorities, and financial assistance should be given to the organisers of such courses.
3. Help may be given to immigrants to enable them to take part in animateur training courses by providing grants towards the cost of attendance and by preparing course material in the immigrants' languages and adapting examinations as appropriate, especially for those of the first generation.
4. By training immigrants themselves there is more chance of long-term success in this field, and the main purpose of these courses should be to enable the animateurs to be better able to reach immigrants who do not yet participate in sport.
5. In sports training courses - eg as coaches, officials, administrators, etc special attention (eg additional sessions) should be given to immigrants as they have difficulty in finding out how the sports and the local central governments systems work.
6. Sports animateurs training for immigrants should include provision for general sport for all training and relate it to their own situation.
7. Care should be taken when adapting courses to ensure that there is no difference in the value of the diploma etc. granted to the immigrant and the equivalent one for the indigenous sports worker.
8. Some courses can aim to develop the sports which are widely practised by immigrants in their country of origin.
9. There should be some co-ordination of training schemes with the countries of origin and the latter can help with the language problems and in the mutual recognition of sports diplomas.

SPORT FOR THE MENTALLY HANDICAPPED

1. General characteristics

Mentally handicapped people do not, fortunately, represent a very high proportion of the population of our member States : of about 8% who are handicapped (30% or more of their bodily or mental functions impaired), about 1-2% will be mentally handicapped. The majority of these will suffer only a mild form of mental retardation. If, however, mentally handicapped people are only a small part of our society, they deserve and warrant special measures and the adoption of a conscious policy for sport, as it has a very important role to play in overcoming their disadvantages, both by helping in their development and by reducing the significant obstacles they face in leading a normal life.

The seminar concentrated on sport for mildly and moderately handicapped people. For the severely and profoundly handicapped, some of the conclusions reached, eg. on integration, will not be valid.

By "sport for mentally handicapped people" is meant the whole range of physical activities adapted to the person and his disability : it includes motor development, physical education, and all forms of sport and physical recreation. In some cases, adapted physical activities will be combined or used in conjunction with music and dance.

The seminar stresses that it does not consider the diagnosis of a mental handicap to be necessarily life-long. Many mentally handicapped people are capable of improvement; by the provision of a special environment and measures, which will include, as a basic essential, sport thus defined, they can hope to better themselves and often to lead a virtually normal life.

2. Motor development

Depending on the degree of severity, the mentally handicapped child is in general 2-4 years behind the normal child of the same age in physical skills. Special training and stimulus, including close physical contact with both parents and teachers in the early years, and adapted activities in the later years, are therefore needed to overcome motor defects (movement, balance, strength, skills), and to help in integrating different skills, faculties and senses.

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Such adapted training fulfils - as does sport more generally - four essential purposes :

- motor education
- fitness training
- social progress
- personal and emotional development for leisure and pleasure.

These enable the mentally handicapped person better to identify with his body, with his personality, and with others.

The seminar recommends to the CDDS therefore that special provision must be made available for adapted physical education and recreation in schools and institutions for mentally handicapped people of pre-school, school and post-school age, and in particular :

- compulsory periods of physical education in school curricula and post-school institutions (at least 4-6 hours per week);
- availability of suitably qualified physical education teachers;
- adequate equipment adapted for these needs;
- adapt physical activities in post-school institutions, (including work centres).

3. Role of sport (adapted physical activities)

Parallel to the development of the notion of sport for all since 1966, sport for the mentally handicapped now incorporates all forms of physical activities adapted to their needs. A wide range of activities is used already : gymnastics, swimming, skiing, judo, many ball games - both team and individual -, track and field disciplines, riding, etc.

Each activity should be carefully controlled by the helper and have an objective; it should aim to fulfil one or more of the 4 purposes mentioned earlier; a wide range should be offered and assessments made regularly.

The activities should therefore provide variety, progression and, most important, enjoyment. The latter will lead to a greater feeling of security and happiness. Outdoor recreational camps are an excellent method of helping to achieve these objectives.

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On the question of the place of competitive sport for the mentally handicapped, the seminar felt that :

- 1) pure competition could lead to increased stress for the competitors;
- 2) it should, therefore, be carefully controlled quantitatively;
- 3) when competitive events, such as the "Special Olympics", were organised, they should be accompanied by recreational activities;
- 4) that when properly organised, competitions could provide a rewarding experience.

The seminar agreed that in no case should competitive sport, or preparation for it, take up more than a very small proportion of the time given to sport. Competition for the mentally handicapped consisted in any case as much in exceeding previous personal performances as in winning. Awards for personal development were an important psychological encouragement.

Another major reason for adequate provision for sport for the mentally handicapped person is that sport is an activity in which he can join in with his parents and family when not at school. The importance of parental and family involvement and care is shown particularly well in the possibilities which family sport offers to continue his development and to provide a means of communication outside school or institution.

4. Promotion

The seminar stressed that the ideal of cooperation and partnership between governments and voluntary associations should be applied in sport for mentally handicapped persons in the same way as it is in ordinary sport. The major effort of governments should therefore be to provide the environment in which it could flourish : policy statements, promotion, development, and possibilities for integration.

The seminar discovered that only 2 or 3 member States seem to have a coordinated national policy for sport for the mentally handicapped.

The CDDS is therefore requested to ask governments :

- 1) to state clearly the national objectives in this area;
- 2) to provide the conditions for these objectives to be realised (facilities, adequate trained personnel);
- 3) to help associations to train and provide staff and equipment to translate these objectives into practice;

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- 4) to promote an atmosphere of awareness and encouragement;
- 5) to stimulate other bodies (education departments, local authorities, schools, sport associations) to play their due part in this programme.

It will be for each government to decide what the overall objectives should be, for example :

- is it the ultimate intention to do away with special clubs, and integrate at least mildly handicapped people into ordinary sports clubs ?
- is it the intention to encourage mentally handicapped people to enjoy and use public sports facilities at the same time as others or in similar groups at special times ?
- is it the intention to encourage an integration between mentally and physically handicapped people ?

Whatever the decisions taken, a special effort of promotion will, however, be needed at the beginning (1981 is, moreover, the International Year of the Disabled). Governments should encourage specific measures such as access at reasonable hours to public facilities and information campaigns.

Experience also shows that it is advisable to have a central national non-governmental organisation, with local and regional components, which would have a coordinating role for the voluntary movement, both vis-à-vis national governments and international contacts. (In countries with constitutional differences the "central body" would reflect that difference.)

In some countries, large competitive events along the lines of "Special Olympics" could be of great significance in arousing both general and specialised interest and in finding outside sources of financial support.

5. Training of leaders

In schools and institutions, there is a great need for qualified personnel, trained to meet the demands of their pupils. Activities should be continued outside and after school and these should be taken care of by a person who will not necessarily need a highly specialised training.

Because of their special responsibilities and the lack of a recognised career pattern or structure, these leaders and teachers deserve a special status reflecting their particularities.

Governments should provide help to enable the voluntary associations to train voluntary workers to an appropriate standard, and the associations should ensure that an adequate programme of initial and refresher training is implemented in a coordinated way.

6. Miscellaneous

The seminar recommends that the CDDS ask the Clearing House to pay particular attention to the prompt and regular exchange of information in this rather specialised and small field. National documents and films could be of great help to other countries as activities and ideas are developing rapidly. The Clearing House should also be asked to see how its Liaison Officers could help put specialists in more direct contact with each other. One of the more intangible but positive results of the seminar lay in the mere exchange of experiences.

The seminar noticed that there was a reluctance by the national mass-media in most countries to report on sport for the mentally handicapped. The local and regional press, by contrast, played a more positive role. The mass-media, it was felt, should play their part in helping achieve the greater normalisation which is the objective of all forms of care for mentally handicapped people.

7. Coordination

The seminar recommends that in addition to its promotional role, governments, where they have not already done so, should take a lead in providing a framework for coordination not only between the national parties concerned (ministries, local authorities, schools, associations, etc.), but also between countries with the aims of :

- defining their respective roles and responsibilities;
- providing central guidance and guidelines;
- pooling experiences (eg. in the production of handbooks, exchange of information, enabling contacts);
- ensuring a proper coordination on national and European level.

The latter is becoming increasingly important as international contacts (both practical and scientific) are growing.

THE GREATER INVOLVEMENT OF WOMEN IN SPORT

The European Sport for All Charter defines sport for all as a comprehensive concept, embracing sport in many different forms, in which all people have the right to participate, of whatever sex, age, at whatever level of skill or commitment. The Seminar unanimously considered that women wished to share fully in this general concept and rejected the notion of developing their own exclusive forms of sport. Women, however, have special problems in fully participating in all aspects of sport, and it was to these problems that the Seminar proposed the following solutions to the C. D. D. S. for action as appropriate by member Governments and non-governmental organisations acting in partnership.

The Seminar participants recommend :

1. That all agencies involved with sport vigorously promote sport as an activity for both sexes which is beneficial, joyful and life-enhancing at all ages.
2. That public authorities and sports federations and other parties involved, should shoulder their individual responsibilities in facilitating a fundamental change of attitudes towards the greater involvement of women in all aspects of sport.
3. That as a first step, in those countries where women do not have equal access to all sports clubs and facilities, (either public or private), this right should be secured by law.
4. That national, regional and local authorities review their staffing policies, so far as sport is concerned, with a view to facilitating the employment in posts of executive responsibility of more women who are currently, or who have been, involved in sport so that policy may benefit from their experience at all levels.
5. That, as a necessary short-term measure, Governments should ask Governing Bodies of Sport to consider introducing special steps which would ensure the occupation, in accordance with their rules, by women of a number of decision-making positions at local, national and international levels.
6. That those in positions of responsibility should ensure that when decisions are taken which involve women in sport then women should be involved in those decisions.
7. That the recommendations of the Council of Europe's Luxembourg Seminar concerning physical education be implemented and in particular that it should be taught to mixed classes whenever and wherever possible and that teachers and leaders of physical education and sport should be educated and have regular periods of retraining so that they are able to teach effectively classes of boys or girls or both.

8. That action be taken by the appropriate authorities, through this and other means, to help eliminate sexism in sport and physical education, action which should be followed through by all involved in education, both in and out of school, and especially sports leaders, so that they are aware of dangers of sex stereotyping in sport.
9. That the needs of different age groups should be recognised and that the activity should be appropriate to the individual's requirements. Suitable facilities and staff should accordingly be provided. Special consideration should be given for instance to the time of puberty, child-bearing and old-age. The needs of the handicapped at all ages should receive particular attention.
10. With regard to puberty, that instruction be provided through schools, clubs, educating coaches and teachers and the media with the family and the prospective girl participant to prepare her before puberty for continued access to sport, and to help eliminate the conflict that may arise at puberty between her feminine identity and her sporting identity.
11. With regard to older persons, that every encouragement, using available agencies and existing clubs, should be given to enable her to begin or to continue her participation in sport and physical activity, and to ensure sensitive workers, leaders and teachers are available (for example in older people's centres and geriatric hospitals) to provide opportunities for new activities.
12. That the child is protected from exploitation resulting from undue early specialisation or unduly intensive training.
13. That public authorities and voluntary organisations should support and promote activities whether in sports facilities, particularly local ones, or in the natural environment which encourage family participation in sport and in particular female participation within the family unit. For this reason, creches should be provided in sports facilities.
14. That the Clearing House be asked to conduct an enquiry into the place of women in sport in the media in the member countries of the CDDS.
15. The Seminar participants would like to see more educational programmes promoting sport for women in all media forms - including local ones - presented by females. Efforts to gain media exposure should be actively followed by individuals, groups, associations, and national organisations, perhaps using press attachés. Females should be given equal opportunities to present and report national sports events, even when they are mass spectator sports played by males.
16. Following the example of past campaigns in some countries, 'women in sport' has been designated as the theme of the 1982 Sport for All campaigns in Ireland and the United Kingdom. If this theme was to be adopted in other countries as well for 1982, the Council of Europe should consider supporting it as a coordinated campaign in all the member States.

Draft Recommendation submitted in 1981
by the CDDS to the Committee of Ministers on

"Guidelines for the social protection for all those who engage
voluntarily in sport, as part of the policy of promotion of sport for all"

Results of the work of the CDDS on this topic 1975-1981

1. Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purposes, among others, of facilitating their social progress;
2. Recognising that one of the main aims of the cultural programme of the Council of Europe is to encourage sport for all, and recalling that in adopting Resolution (76) 41 on "Principles for a Policy for Sport for All", the member States demonstrated their intention to put into effect the principles contained in the "European Sport for All Charter" and in particular Article I stating that "every individual shall have the right to participate in sport" and Article III, that "Sport, being an aspect of socio-cultural development shall be related to other areas of policy-making and planning such as health and social services";
3. Recalling its Resolution (73) 27 on the Establishment of Sports Medicine Centres designed, inter alia, through the "medical use of physical activities to gain, conserve and improve health at the level of 'Sport for All' and to guard against possible hazards";
4. Noting that the governments of all member States are concerned actively to encourage a healthy way of life for their citizens and to emphasise the beneficial effects of taking regular exercise and have therefore promoted policies of sport for all, with the results that progressively larger numbers of people are participating, without remuneration, in sport and physical recreation;
5. Recognising that the protection of those who engage in sport as full-time or as part-time workers is normally ensured through already existing schemes;
6. Judging, however, that a society which encourages the voluntary practice of sport and physical recreation ought to protect all those who engage in them, and their dependants, from the risks involved;

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7. Considering that it is therefore desirable to provide the authorities concerned with guidelines for the social protection of those who engage voluntarily in sport;

I. Recommends the governments of member States : ¹⁾

A that they take account of the following guidelines as objectives to aim for when preparing measures for the protection of all those, including school children and students, who engage in sport, whether as participants or as ancillary staff, without any contract or other arrangement on the basis of which their participation in sport could be considered to be their full- or part-time occupation :

i. In the case of sickness and accident :

- a. The provision to all such persons, in case of accident sustained during, or sickness arising from, the practice of sport or training for it, or as a direct consequence of travel for these purposes, of medical care or assistance including rehabilitation similar to that enjoyed under social security by employed persons in respect of accident or illness not arising from their employment.
- b. The provision to all such persons who lose earnings because of the reasons cited above, of a cash benefit similar to that enjoyed under social security by employed persons in case of sickness or accident not arising from their employment, which is designed substantially to replace the lost earnings.
- c. The provision, under prescribed conditions, to all such persons without income because of the reasons cited above, of a cash benefit to ensure at least a minimum standard of living for them and their dependants.

ii. In the case of invalidity :

- a. The provision to all such persons, whose capacity for work has been impaired by prolonged disablement due to an accident sustained during, or sickness arising from, the practice of sport or training for it, or as a direct consequence of travel for these purposes, of physical and occupational rehabilitation and other services designed to restore their capacity to work.
- b. The provision, to all such persons who lose earnings because of invalidity as described above, of a cash benefit similar to that enjoyed under social security by employed persons in case of invalidity, designed substantially to replace the lost earnings.

- c. The provision, under prescribed conditions, to all such persons without income because of invalidity as described above, of a cash benefit to ensure at least a minimum standard of living for them and their dependants.
 - d. The provision of high quality medical care and rehabilitation services as long as they are needed, regardless of the age, sex or state of health of the person concerned.
 - iii. In the case of death of the breadwinner :
 - a. The provision, to the recognised dependants of all such persons, of a suitable cash benefit being a periodical payment to ensure at least a minimum standard of living in case of loss of support resulting from the death of the breadwinner in the course of practising sport, or training for it, or travelling for these purposes; and
 - b. The provision, to the recognised dependants of such persons, of adequate social security protection after the breadwinner's death.
- B. That they invite the governing bodies, federations and other independent organisations concerned with voluntary sport to consider :¹⁾
 - i. concluding, where appropriate, conventions with social security institutions in order to provide for all their members, including school-children and students, who engage in sport, whether as participants or as ancillary staff, but excluding professionals, the protection outlined in Section A. above, in particular where such protection may not easily be provided directly by social security institutions in applying or extending existing schemes;
 - ii. ensuring where necessary that complementary insurance is provided to meet the special needs of those who voluntarily engage in sport cited in Section A above in respect of the contingencies of sickness, accident, invalidity, on death of the breadwinner;
 - iii. ensuring, where appropriate, that the need for protection in respect of third-party liability is met.
- II. Invites governments of member States to inform the Secretary General of the Council of Europe of any measures taken in pursuance of the guidelines contained in this Recommendation.

¹⁾ Note: This draft recommendation has not yet been adopted by the Committee of Ministers. 76

EUROPEAN COURSE ON "SPORT IN TOURIST AREAS"

Summary report
submitted by Portugal

As part of the programme of activities of the Committee for the Development of Sport of the Council of Europe, Portugal offered to organise in 1985 the fifth European Course on "Sport in Tourist Areas".

The topic is modern : the concept has only recently been included within the wide field of the promotion of Sport for All and Leisure Sport; it is of interest and should have consequences at both national as well as European levels.

71 participants and 10 experts from CDDS countries took part in the course.

Briefly, the objectives of the Course were :

- The promotion at European level of sports activities as part of tourism;
- The training of specialised staff : ie, sports experts working in the tourism sector;
- Mutual support and stimulation through the exchange of experiences on ways and means of sports development on beaches, campsites, tourist and thermal complexes, etc.

The programme of this course was based on two kinds of activities - promotion and training.

i. Promotion

- Marketing and public relations methods, such as posters, stickers and other promotional items showing the relationship between Sport and Tourism;
- The 'Infomarket' : a kind of exhibition, situated where the action took place, displaying a large number of different items, from all the countries represented and encouraging a discussion of the problem concerned;
- Open door days : these days were practical tests of promotion strategies and were aimed at everybody who was directly, or indirectly interested in tourism, such as individuals, authorities, journalists, etc, and who were invited to participate.

ii. Training

Training activities were the major part of the programme of this fifth course. They were mainly practical. The detailed programme covered :

Field activities

- Trim games, orientation course and "new games"
- Sports animation in campsites
- Beach games
- Orientation
- Animation in tennis
- Tourist cycling
- Games for children and families
- Initiation to archery

Aquatic activities

- Collective games, aquatic circuit and fitness in water
- Animation at the swimming pool
- Aquatic games (at the beach)
- Windsurfing
- Canoe - Kayak
- Diving

All these practical sessions began with a concise theoretical introduction on principles. There were also some theoretical sessions, although those were only a small part of the programme, such as :

- "Tourism in Portugal, perspectives for development"
- "Sport animation in campsites"
- "Sport and tourism in the Flemish Community of Belgium : origins, activities, organisation, and pedagogical aspects"
- "Touristic jogging in the city of Luxembourg"
- "Marketing of sport and tourism"
- "Impact of tourism on walking and ski races. Organisation and promotion"

And also a round-table conference on "Sport and Tourism".

The activities, which began at 9 a.m., lasted all day and sometimes continued during the evenings. The participants were divided into groups in order to fulfil the aims of the programmes - such as the infomarket, the open-door day, and the games tournament; all of which were prepared and organised completely by the experts, and thanks to them, all these activities were totally successful.

Generally speaking, we think that this fifth course was satisfactory from the organisational point of view and that the training objectives were achieved; it was not the same with the promotional aspects. As a matter of fact we could say that sports offered a helping hand to tourism, but the latter did not care.

Final remarks

The concerns, the knowledge and the experiences exchanged during this course can be divided in five major areas, of great significance as far as the relation between sport and tourism is concerned :

- The need for cooperation at political level between the authorities from sport and those from tourism;
- The need for training a specialised staff on sports animation;
- The programming of sports-tourism's activities;
- Logistics, substructures, equipment and financing aspects;
- Information and publicity :

The need to appeal to the tourist sector to develop a wider interest was stressed strongly : it should invest a part of their profits in sports animation programmes, which would then change the relationship between sport and tourism into a means for promoting the welfare and development of people and of society as a whole.

- The importance of the promotional aspects of this new concept was also underlined, in order to improve efficiency and to better answer the demands of this specific group of people.

Hence the need to train specialised staff in sports animation.

In short, we could come to the conclusion that it would be interesting and useful to proceed with this kind of course at European level, when objectives and methodology seem likely to promote effective exchanges and cooperation. As far as the training of specialised staff for sports animation in the tourist area is concerned, there is still a lot to do, and several aspects would benefit from a larger cooperation and experience exchange.

In Portugal we already have :

- developed a project for training in sports animation, which has already received support from the European Social Fund, and this at the initiative of the DGD, the national authority for sports;
- improved the level of concern and interest shown by the tourist authorities;
- proposed the creation of a bureau for Sport-Tourism attached to the Secretary of State for Tourism.

SPORT FOR PRISONERS AND YOUNG DELINQUENTS

CONCLUSIONS

1. Sport for All

Sport for All means making all forms of sport and recreation available for everyone who wants such activities, regardless of their social situation, origins or handicaps. Sport for All must therefore also extend to those who are disadvantaged in any way - including that small, but increasing population which is temporarily detained in prisons or other centres. Inmates of these institutions should have easy access to opportunities for sport - whether it is so that they can continue their practice, or more likely, to introduce them to it, and to encourage them to continue such practice after release.

Prisoners and delinquents, though deprived of their liberty for a given period, maintain their rights to education, culture and sport; these rights are important as they are likely to experience difficulty in obtaining employment after release. Many of them, especially young delinquents, who are often potential prisoners, will require special provision and opportunities to take account of their particular circumstances.

2. The situation

Crime and juvenile delinquency are increasing in Europe and thus so is the number of detained people; most institutions are old and overcrowded and so conditions in penal institutions are causing problems for inmates and staff. A high proportion of prisoners and delinquents are young and serve short sentences, but many are recidivists. The economic situation has reduced the amount of organised work in them.

3. The European Prison Rules

The draft revised European Prison Rules stress the importance of preparation for release and of an outward looking approach. The place of sport and physical education - both within this general philosophy, and within prisons and centres for its own intrinsic values - is properly recognised in these revised rules. There have been important changes in recent years : from compulsory exercise to voluntary participation in sports and games; recognition of the role of sport and physical education as a means of education; new centres and prisons with their own purpose-built sports facilities. The experts proposed some amendments to these draft revised Rules, as in the appendix.

4. The purpose of sport for prisoners and young delinquents

Though some of the objectives of sport in custodial institutions are specific to them, most are similar to the objectives of sport in general. They cover three main areas and some have complementary aspects : (eg the impact of sport on the morale of staff may improve prisoners' morale, and vice-versa) :

Ethical - detainees have and should maintain the same right to practice sport as other citizens. Sport not only contributes to their physical and psychological health and well being but is also a necessary way of counteracting the 'damage' inevitably caused by custody.

Social - Sport provides an opportunity for learning self-control, a respect for rules and other attitudes which are useful in society whether in institutions or after release. It is also an antidote to some of the pressure of institutional detention. It is a constructive use of 'free' time (which amounts to nearly half the time spent in an institution). It can help contribute to good inmate-staff relationships. It can help them lead a non-criminal life after release.

Personal - Sport is a potential source of great interest for detainees. It can help reestablish their self-respect and sense of identity. It can provide contacts with the outside world. Inmates often respond well to energetic and "risky" sports.

5. The integration of sport and physical education

Sport is therefore both educational and recreational. Sport should be an integral part of the education programme, and an essential element in the treatment of each inmate's health and social learning plan, based on his skills and needs and a practical preparation for his release in the best possible conditions. In institutions it is the process of sport and physical education which is the important aim; the product (ie the mere achievement of "good scores") is, in most cases, secondary as inmates have often been 'losers' in the past. The varied status and conditions of prisoners and delinquents - in particular, the length of their sentence; their (usually low) age and level of education; their origins; their (often poor) health - means that the provision of sports and physical education programmes and the teaching or coaching of them have to be adapted to take account of these varied circumstances and of varying motivations, and, often, designed for individuals or very small groups. (The activities themselves - which can include all kinds of sport - do not, in principle, need adapting.) The need for adaptation applies with even greater relevance to women prisoners and short term young delinquents.

6. Links with the community

Whether sport and physical education in prisons and centres is organised on an internal or an external basis, by the prison department/service, or by public or private sports organisations/agencies, the common goal will be to obtain a high level of motivation and participation. Institutions should provide, at the least, facilities for sport, should make time available for sport and ensure that sports programmes are a permanent part of the activities open to all inmates. Sport can furnish a means of enabling contacts between inmates and the outside world, and between the local community and the institution, and of rendering mutual services. (In this context, sport can be a good reason for granting prison leave.) It can provide a means of acquiring qualified instructional skills, and should be a means of enabling prisoners to continue to practice sport after release. This is especially important for short sentence detainees, who can usually only be introduced to sport. This aspect shows the importance of continuity in sport for all, and of course also applies to long-term prisoners. It also shows the need for links with organisations and agencies which work with discharged offenders and on probation tasks.

7. Coordination

The expert group considers that the ministries responsible for sport should - if they do not already do so - fully support the provision of sport in all custodial and penal institutions; should develop and strengthen such provisions, and offer their full cooperation in this task with all the other ministries or agencies that may be involved; the sports ministry should assume a responsibility - at least a moral one - for supervising the implementation of European Prison Rules as regards sport and physical education and ensure that adequate opportunities exist both in prisons and in detention centres. This should apply, whether the activities are organised by the prison or centre authorities, by the Ministry of Education, or Social Affairs, the Sports Ministry itself, or entrusted to outside sports organisations (or a combination of any of these). It may be advisable to create an appropriate inter-departmental body representing all interested parties to deal with these questions and to coordinate policies.

8. The contribution which sport can make

Ministers responsible for sport can contribute to the realisation of these aims and objectives by :

- helping to guide public opinion to a more favourable attitude towards the provision of facilities, money and staff for sport in prisons and centres, and the recognition that the higher the quality of such provision, the greater are the potential rewards;
- encouraging sports organisations to offer their help and experience to prison and detention centre authorities in developing - if so desired, organising - adapted sports programmes, including non-competitive ones, both within and wherever possible, outside the institutions (including in some cases, allowing inmates to join ordinary sports clubs.

Part II

- developing in conjunction with sports organisations and these authorities suitable sports programmes for various categories of detainees (eg women prisoners, juvenile delinquents, foreign prisoners, prisoners with aggressive tendencies), and devising new ones (eg for drug addicts, in which area there are some interesting pilot projects);
- stimulating sports clubs to provide opportunities which would ease the problems of, and encourage, offenders wishing to contribute to these aims such as outdoor physical activities and recreation, and outdoor work, under appropriate conditions, and which can contribute to preparation for release;
- consider providing, from their budgets, financial help to these sports organisations which help in these respects;
- enabling prisons without their own sports facilities to have access to suitable local ones;
- providing opportunities for prison and detention centre staff who so wish to acquire initial or undergo further, training leading to a sports or physical education qualification;
- encouraging the mutual and shared provision of training opportunities by sports organisations and prison/detention centre authorities so that diplomas and qualifications may be mutually recognised;
- arrange for sport and physical education teachers who may wish to work in prisons or centres to become acquainted with such institutions;
- helping with the deployment and training of an adequate number of motivated and qualified staff (whether from prison/centre services, sports departments, voluntary organisations, etc.; depending on needs and circumstances) to carry out the adapted programmes described above;
- encouraging, through the provision of animateurs, prison/centre authorities to stimulate detainees to develop and organise their own sport and recreation activities (in accordance with the draft revised European Prison Rules, paragraphs 34.2, 65.d and 69) as a training in self responsibility;
- encourage the development of research strategies for assessing the impact and effects of regular participation in various forms of sport and recreation upon the physical and psychological well being of detainees and upon discharged offenders or former delinquents.

A P P E N D I X

PROPOSED AMENDMENTS TO THE EUROPEAN PRISON RULES
(reference : PC-R-CP (85) 3 rev, page 18)

(amendments underlined)

Paragraph 57 : Add to end of the paragraph :

- physical education and sports teachers.

Paragraph 84 : Thus resources should be made available to provide adequate facilities and equipment, and to ensure that there are suitably trained personnel available to carry out a properly organised programme of physical education, sport and other recreational activities, which should be compatible with the objectives of the régime.

Paragraph 85 : Prison administrations should ensure that prisoners who participate in these programmes do not have counter-indications, and programmes should be provided to cater for different physical needs of the prisoners. Special arrangements should be made, under medical direction, for remedial physical education and therapy for those prisoners who need it.

D

S P O R T S P O L I C I E S

SPORT IN 'AREAS OF SPECIAL NEED'

At the Second Conference of European Ministers responsible for Sport, held at London in 1978, the Ministers decided that one of the themes for their third conference should be "The importance of sport for social groups suffering from deprivation and urban stress". In order to prepare the Ministers' discussions, and as part of the Council of Europe's Campaign for Urban Renaissance, the Scottish Sports Council offered to organise, on behalf of the CDDS, a Seminar on 'Sport in Areas of Special Need'. The Seminar defined areas of special need (deprivation) as zones where factors such as poor housing, unemployment, and the incidence of ethnic minorities were much higher than the national average and with unusual age and family structures. These zones may be quite large, or comparatively small, areas in the centre or in the suburbs of many cities in Europe.

The Seminar recommends to the CDDS :

A. In the development of policies at national level

1. That in pursuance of the European Sport for All Charter, accepted by all governments of the member states, the provision of sport and recreation opportunities must be given priority attention as an essential component, together with other services, of comprehensive urban regeneration schemes. This is because sport can be a major element in the development of community pride and the spirit of self-help, essential ingredients in themselves of any urban regeneration, especially as expressed through membership of and action in a voluntary organisation. Additionally, participation in sport improves the quality of life of the individual, and a healthy sports life also contributes to the quality of life of the community as a whole. The inhabitants of areas of multiple deprivation must be given the right to the same quality of life as other citizens enjoy, if need be, by channelling special resources to these areas. Sport, however, will not by itself solve all urban problems.

2. That Governments have a responsibility to create the atmosphere and to promote actively those flexible financial and administrative conditions which will allow and encourage municipalities to adopt such coordinated, comprehensive policies which stimulate sport and physical recreation, and to ensure that municipalities take advantage of these conditions.

3. That the planning and provision for sport and recreation in areas of special need should be part of a comprehensive, unified policy at national level, and of integrated programmes and plans at local level for these areas, embracing social, economic, educational and environmental aspects. This policy is likely to be a long-term one and should include a statement on the desirable minimum level of sports facilities to attain.

4. That central governments should ensure that :

- i. the appropriate authorities at central, regional and local levels co-ordinate their policies and programmes, including the possibility of setting up, in extreme cases, special ad-hoc machinery;
- ii. the central specialist sport and recreation agencies, whether governmental or non-governmental, are associated with these policies, in order to offer guidance and advice; and
- iii. the programmes should include proper consultation of and participation by the people involved in the development of an appropriate plan.

5. That, as low mobility is a characteristic of these areas, facilities must be easily accessible local ones, where a feeling of community identity can be established. As at the Madrid Seminar, on "Sport and Local Authorities", the seminar recommends "planning by zones and areas".¹⁾ Tailoring facilities to local needs will therefore require a specific plan for that area, related to the overall plan of the city. A "ghetto" mentality can be avoided if the inhabitants also have opportunities to go outside their area and by encouraging outsiders to come in - eg by building in the area some facilities designed to serve the city and/or region and which the local inhabitants can also use.

6. That in the training of teachers and recreation managers, attention is paid to the special difficulties they may face in encouraging participation in sport and physical recreation; there is also a need for special training courses to be established for voluntary sport and recreation leaders.

B. In the implementation of plans and programmes at local level

7.a. That local authorities obtain the confidence and support of the inhabitants for the plan;

b. That they base this plan, in the first stage at least, on the kinds of activities of which the inhabitants have some experience, and in which they are likely to participate and use these activities to build up self-confidence and to initiate them to new experiences.

8. That local authorities support and encourage the growth of voluntary organisations (clubs, churches, sports clubs, youth organisations, community associations, etc.) by giving them special recognition of their important role in these areas (eg. by helping them refurbish and extend their facilities and club-houses).

1) See pp. 35-41 : text adopted at the CDDS Seminar on 'Sport and Local Authorities'.

9. With regard to sport and recreation facilities, local authorities should avoid wasting resources by using the following methods :

- i. making full and inventive use of the existing public facilities (eg, schools, parks and green spaces);
- ii. ensuring that ground space is made available for informal, self-managed recreation (eg. rebound surfaces on adapted walls, car-parks in the evenings);
- iii. building robust and attractive facilities, to an appropriate level, catering for a wide range of indoor and outdoor activities for all ages and both sexes so that, when completed, these facilities would be similar to the number and range to be found in similar sized 'normal' communities;
- iv. encouraging the commercial sector to play its part and to enter into partnership agreements with the public authorities;
- v. taking into account the total costs (capital, debt and especially operational) of different kinds of facilities and thus seriously considering, especially where land is expensive, the advantages of laying down a number of all-weather artificial surfaces, which can have a very intensive use;
- vi. exploiting all opportunities to reclaim vacant and unused land both for green spaces and for facilities development purposes.

10. Local authorities should provide public transport opportunities for the inhabitants to take part in outdoor physical activities such as mountaineering, aquatic sports, etc. Such transport may also be needed for ordinary sport and recreation until such time as local facilities are operational.

11. They should ensure that these programmes are adequately monitored and adapted where necessary, accepting the right to experiment and thus acknowledging the possibility of short-term failure.

C. General

12. That governments have a responsibility to encourage relevant research into sport and physical recreation in areas of special need and from that research to inform and to stimulate its departments and agencies, municipalities, sports federations and the commercial sector to provide for coordinated sport and physical recreation.

13. That in areas of special need, special management techniques should be adopted to ensure provision meets the needs of the community and that the various opportunities are communicated effectively to the community. This communication will include promotional campaigns through the local media and publicity directed towards groups such as the unemployed, the elderly and women. In addition we suggest the adoption of a pricing policy to promote participation which takes account of the socio-economic status of residents in the area. Standard administrative practices should be applied flexibly.

14. That finance is made available on a long-term basis for the appointment of amateurs who will help establish a voluntary sector or encourage that which already exists in areas of special need. Once a voluntary sector has been firmly established the role of the professional agencies is not to interfere directly with that voluntary sector but to provide a discreet supporting service. This service may include the provision of subsidies, equipment, advice and administrative assistance.

15. Voluntary effort is one way to provide status and personal satisfaction for those who participate in addition to making fuller use of limited financial resources. We suggest that this voluntary effort can be harnessed through local sports clubs and on a wider basis through local sports councils.

16. Sport and physical recreation has always depended on the efforts of the voluntary sector. In areas of special need it is particularly important, therefore, for the voluntary sector to be established and encouraged to provide a firm basis in partnership with the municipality for future development.

17. That government unemployment schemes be more widely used as a means of reducing unemployment in areas of special need, countering its effects, and of developing sport and recreation opportunities in these areas. A number of practical measures using unemployment schemes for such purposes already exist ¹⁾ and should be expanded. They include :

- | | | |
|----------------|---|--|
| Belgium | : | 'Toss 80' and 'de Gangmaker'. |
| Ireland | : | Youth Employment Scheme, and Community Youth Training Programme. |
| Netherlands | : | Development Teams (not specifically an unemployment scheme) |
| United Kingdom | : | Enterprise Ulster. Glasgow Pilot Scheme for Young Unemployed. Use of professional sport clubs facilities by the local community. |

18. The Seminar also recommends to the CDDS that an account of this Seminar should be presented to one of the meetings planned in the course of the Council of Europe Campaign for Urban Renaissance, and that the Seminar's final report be submitted to all National Committees for the Campaign.

1) See also Clearing House cards N0. 129 (Germany); 242 (Toss 80); 644 (Glasgow); 696-9 (Germany : Nordrhein-Westfalen).

"GUIDELINES FOR NATIONAL SPORTS ORGANISATIONS IN THE
CONCLUSION OF SPORTS SPONSORSHIP AGREEMENTS"

(European Sports Sponsorship Code)

A. INTRODUCTION AND EXPLANATORY MEMORANDUM

1. These guidelines are designed to provide a common basis on which sport sponsorship agreements may be undertaken for the benefit of the partners while safeguarding the best interests of the public, sportsmen and women and of sport. They have been prepared at the request of the European Ministers responsible for Sport and it is hoped that they will prove most useful at national level.

2. The detailed application of these guidelines will vary in the states signatory to the European Cultural Convention of the Council of Europe as there are differences in the social framework and the organisation of sport, and thus of the context within which sponsorship takes place.

The structure, aims and objectives of the partners in sponsorship arrangements and the contribution which each of the partners may make will vary, as will the nature of sponsorship and the contribution which it can make to the general development of sport in each country.

Up until recently, sponsorship tended to be confined to either top-level events or mass-spectator sports. This is no longer the case, as sponsorship is becoming more frequent at all levels and types of sport.

These guidelines attempt to do no more than to identify the common principles which are considered to be fundamental to successful agreements. They are very largely based on existing national rules. They are complementary to the rules of the international sports federations and are not intended to apply to events organised by them. Nor are they designed to cover all the eventualities which arise in professional sport.

SOCIAL FRAMEWORK

3. The social climate in which sport is practised, and in which sponsorship arrangements will be agreed, varies from country to country. Attitudes towards the funding of sport by sport itself, by central and local government through the provision of public funds, through industry and commerce or through the commercial development of sport and the proportion between them vary. The common factor in member states is that sport and recreation are regarded as physical activities organised freely by those who take part in them, and which government has a duty to encourage and the responsibility to ensure that adequate possibilities to participate exist.

Sport is controlled by those who participate in it and not by central or local government officials or by other external forces. Against this common background, governments differ in their provision of funds, and thus the degree to which sport may be dependent on outside resources. Furthermore, governments differ in the extent to which they intervene in activities which might affect sponsorship. For example, their attitudes towards the advertising of drugs, alcoholic drinks and tobacco, reflect important aesthetic and social considerations which may be expressed in laws or through other forms of government influence. These in turn will affect television exposure of events, and by implication, sponsorship arrangements.

4. Governing bodies of sport recognise that they must act within the laws of their country. Within each country there is a foundation of law which determines the basic relationships between citizens, the state and organisations, including governing bodies of sport. The nature of the allegiance which sports participants offer to the governing bodies needs to be understood. The constitutional role of the governing body in representing, and in providing a service to its affiliated clubs is of fundamental importance and governing bodies may feel that the quality of that service may be enhanced by sponsorship arrangements.

5. The organisation and structures of governing bodies of sport vary considerably. In some cases participants are directly affiliated to a national governing body with no local or regional structures; in others, there is a hierarchy of national, regional, country and club organisations. In some, the governing bodies at local or regional level are virtually autonomous organisations linked only tenuously through the rules of competition with their national organisations. The extent to which a "national governing body" has direct control over the activities of its members thus varies considerably.

ORGANISATIONS CONCERNED WITH SPONSORSHIP

6.1 Sponsorship arrangements depend for their success on the contributions which a number of people, organisations or groups of organisations can make. There are four identifiable groups involved, two directly, two more indirectly:

- a. sportsmen and women, either as individuals or as represented by their clubs or governing bodies of sport;
- b. the commerce or industry producing the sponsorship;
- c. broadcasting and the press, providing the media coverage through which it is often hoped that the sponsorship becomes widely known;
- d. governments which are concerned with the framework of the society in which sponsorship takes place.

So, while formal agreements are usually between governing bodies of sport or clubs and industry or commerce, the parties to such agreements need to recognise the important, indeed vital, contribution which both the participants on the one hand, and the mass media, in particular television on the other, may make to the success of the venture within the environment which governments provide.

6.2 Sports participants

The participants are in many senses the most important partners in that it is their performance and the association with them that is the subject of the sponsorship. Whether they are amateur in the sense that they participate without monetary reward, or professional in the sense that they earn their living from the activity, the principle is the same though the consequences will be different. In both cases the organisation of the sport will to a greater or lesser degree be the product of the governing body of that sport. In the case of the "amateur" any financial benefit will be subject to the governing body's rules relating to the source and the application of funds. In the case of the professional the detailed disbursement will depend upon the contractual arrangements with the governing body. An important factor to be taken into account is the young age, lack of financial knowledge

and the short period during which the majority of participants are at the peak of their sports ability. This factor could provide opportunities for exploitation which must be avoided. Governing bodies must offer the best conditions for their members as well as ensuring that they are protected from exploitation.

6.3. Sports clubs

As the smallest units of organisations, clubs represent their members within a local community and within the governing body. The level of administrative skills reflects the degree of local interest in this aspect of sport. The degree of stability will vary from one sport to another and from one locality to another; it will nearly always be heavily dependent on a small group of enthusiastic people, often unpaid.

6.4 Governing bodies

Sponsorship may be of interest to sports organisations in order to further their own aims to increase or improve the quantity or quality of participation or competition and to develop their sport in specific areas. The governing bodies, however defined in particular cases, will be concerned with the general development of the sport in their areas of jurisdiction and in representing their members, whether as participants, coaches, officials or administrators. Some governing bodies will have a long tradition of interest in sponsorship; others manage without it altogether. They will be guided by the rules of the international body governing their sport, in particular in relation to the advertising element involving sportsmen. The extent of their involvement will depend upon the competence with which they recognise the sponsorship potential of their sport, the degree of sensitivity which they display towards the interest of participants, industry and the communications media and the skill with which they conduct their affairs in this field. The successful governing body, in its association with a sponsor, will reflect a thorough understanding of the nature of sponsorship, be it through an international, national or local business, an industry concerned with sport or not, and of the quality of what is given and received. It will represent and safeguard the best interests of its members and be concerned with using sponsorship to develop its sport.

6.5 Industry and commerce

Sponsorship is undertaken by industry for a variety of reasons but all have a common purpose - to further the aims of the company. The sponsor, in concluding an agreement with sports participants or organisations will be looking for one or more type of benefits :

- i. the long term effects which accrue from an association of the company with an activity designed to enhance the company's image and name and generate good will;
- ii. the advertising effect of the company's name appearing with frequency and regularity before the public;
- iii. the sales promotion effect in which the sales of a particular product are enhanced ;
- iv. a short-term association for pure publicity or advertising purposes (eg an advertisement at a single competition).

Long-term sponsorship agreements may reflect all of the first three elements or emphasise one or another. Recognising the value of links with specific sports, industry can gain from those links and can contribute to the development of the sport concerned. The company will benefit most where it competently assesses the value to itself and to the governing body of the sponsorship relationship and skilfully translates those benefits into a precise agreement. When considering an association with a sport, sponsors need to recognise their role in the long term growth of the sport. A vast amount of voluntary and professional effort will have frequently combined to produce the existing pattern of participation. The impact of sponsorship on the sportsmen, officials and coaches should be taken into account and their enjoyment should be enhanced.

Industry and commerce recognise that they have an important role in their communities, as producers of wealth and employers of people and as organisations which have an influence on their local environment. At the same time as benefiting from a close relationship with sport, enlightened industrialists will recognise that the community in a wider sense could benefit from their sponsorship of sport even when the company's name is not directly linked with activities which they may directly influence. Contributing to a general fund which helps sportsmen and women in ways in which the industry does not have a direct sponsorship agreement will not only benefit the sporting community but also confirm the industry's more general social aims.

6.6 Television, radio and press

Top-level sponsorship is largely dependent on "media" coverage and is often felt to be at its most valuable where television is involved. It is important that the de facto tripartite relationship between sport, the sponsor and the media (particularly television) is recognised. Without the sport there will be no major events and the success of events will often depend on sponsorship and television. Television neither can nor should produce sufficient funds to pay for major events in their entirety. Although television is the principal medium of communication sought by sponsors, for many events local, regional and national radio and newspapers provide an important means by which activities in sport and their associated sponsors become known. Sponsorship confronts television organisations with a dilemma which must be recognised as such by the partners. All of them have rules on the transmission of publicity material, usually limiting it to a minimum, sometimes forbidding it altogether. Such rules are not always consistently followed. However, attempts to exploit the legitimate rewards of a sponsorship agreement by improper or excessive advertising will not help the search for amicable solutions. Nor must it be forgotten that the mass media retain their editorial independence at all times, and remain free to decide what they will or will not transmit. Sponsorship, providing major investment for sport, is often a means by which attractive sport is available to the public via the press, radio and television. If it is to reach the public at all, the "advertising" aspects must be kept to a level which does not distract the viewer, listener or reader from the enjoyment of the event, and be within the legal and social framework of the country concerned.

In this context, it is interesting to note that the Nordic television organisations are discussing proposals to introduce national regulations on the transmission of advertising material similar to the EBU's "Principles on advertising at venues for internationally televised sports events" (see Appendix).

6.7. Governments

Governments have differing views on the extent to which they wish to be involved in the detailed arrangements which affect sponsorship. They have however a common concern to provide a satisfactory environment within which sponsorship takes place. Thus, in Resolution (76) 41 ("The Sport for All Charter") the Committee of Ministers of the Council of Europe, stated in Article V, its determination, in co-operation with the sports organisations, to find "measures to safeguard sport and sportsmen from exploitation for ... commercial or financial gain". In some cases governments are directly involved in the control of advertising, in others they have a less intrusive influence. Governments affect sponsorship through their control over public funding, by laws and also by direct statements of policies or by influence. For example a government, seeing that extra funds for sport are available from industry and commerce, may feel that such funding is more or less desirable and preferable to that from the public purse and may decrease or increase its provision accordingly. It may forbid advertising altogether at public sports grounds, or it might tax advertising at sports events.¹⁾

SPORT AND INDUSTRY PARTNERSHIPS

7. The sports organisation can expect the sponsor to evaluate a series of proposals and discuss and conclude a detailed agreement with the sports organisation concerned. Successful agreements will recognise the mutually advantageous nature of the arrangements and will be concerned with the best interests of the partners and sports participants. The sponsors will make resources available not only in terms of cash or goods but also in the nature of professional services, presentation, marketing and advertising skills which will help the governing body. In particular the sponsor will provide expertise to assist in the success of the venture where such expertise is not available within the governing body. There will often be an agreed budget jointly administered by the sponsor and the sport or an agreement to underwrite a loss. The sponsor will confine his interests to the event or to the activities which are the subject of the agreement and will not seek to be involved with the affairs of the governing body beyond those defined in the agreement.

8. The sports organisation will evaluate the consequences of recognising the nature of the association of the sport with the prime product (or service) of the sponsor and consider the implications of endorsing that product. After concluding an agreement which it considers to be beneficial, the sports organisation will enthusiastically pursue the aims of the agreement and seek to secure the success of the venture in every legitimate way. It will provide the competition and organisation with which the sponsor wishes to be associated in accordance with the agreement between the parties. In doing so it will ensure that commitments will be completed and that participants recognise the importance of honouring agreements. The sport will carefully consider the extent to which it should make agreements with sponsors who are in competition with each other. The implied endorsement of two competing products, while acceptable to the sponsors, may place the governing body in an invidious position.

1) Proposals for such a tax have already been made in some member States.

9. In the production of sponsorship agreements and in their subsequent management, "agents" or "brokers" are sometimes involved as agents of the sponsor or of the sports organisation, or as independent entrepreneurs. The value of such agents is a matter for the parties to decide and they will be influenced by the extent to which they provide expertise not otherwise available. There is however a danger that the agent may extract from the partnerships much more than he contributes both by the level of the fees and in the long term by adversely affecting relationships and by altering the conduct of the sport. The role of agents in sponsorship needs careful consideration.

10. The financial benefits of sponsorship and its attractions to participants, clubs and governing bodies carry a danger that a recipient may become too dependent on a sponsor. If there is no sound financial base to which the recipient can return, the removal of a sponsor may dramatically and disastrously affect the future of the organisation.

11. The guidelines which follow are an attempt to take account of the complex pattern of recreational, commercial and communication interests seen against the background of wide variations in social attitudes towards advertising and sponsorship. It is hoped that these guidelines will help to achieve a proper balance of interests and thereby to contribute to the healthy development of sport in Europe. It will be for each country and sports organisation to decide the best and most appropriate ways of implementing them.

B. GUIDING PRINCIPLES

1. Definitions

By sports sponsorship is meant any agreement under which one of the parties (the sponsor) supplies material, financial or other benefits to another (the sponsored) in exchange for its association with a sport or sports event, and in particular permission to use this association for advertising purposes, and often in the hope that this association will be publicised, especially through the medium of television.

The sponsor may be an individual acting on his own or together with other sponsors, a company or other agency with a legitimate interest. He may be a long-term sponsor (eg. with a club for a period of years) or a short-term advertiser.

The sponsored may be a sports organisation (national federation or regional body), a sports club, individual sportsman or a local authority.

The material or financial benefits may consist of cash, goods, services or assistance in kind. It may be a purely commercial arrangement or linked to a sports development scheme.

By association with a given sport is meant association of the sponsor's name, trademark or products with any sporting occasion or event connected with the discipline concerned, or the equipment and facilities needed for its pursuit.

The advertising deriving from a sponsorship agreement consists in the use of a sporting occasion or event designed to acquaint the general public with the sponsor's name or products.

2. Existing regulations which affect sponsorship

- a. Sports sponsorship and advertising deriving from it is governed by the legislation of the country in which the agreement will become effective. Nothing in these guidelines may be interpreted in a manner prejudicial to the provisions of such legislation.
- b. Sports sponsorship and advertising deriving from it should be subject, as appropriate, to the regulations of the International Olympic Committee, (for the Olympic Games), the international federation of the sport concerned, and/or the national federation or its governing body, in particular where official international, regional or national events are concerned. Such guidelines or regulations as have been issued by a national sports confederation will normally apply to all sports in the country in question, where the rules of international federations do not apply.

Subject to the provisions under a. above, the regulations of the international federations and national confederations, as respectively competent, should take precedence over those of national federations, those of national federations over those of clubs, and those of clubs over undertakings entered into by their members.

- c. Such regulations governing the transmission of advertising material as have been adopted by national television organisations should be borne in mind if the parties hope that television will transmit the event.

Where no such regulations exist, the parties are encouraged to refer to the "Principles for advertising at venues for internationally televised sports events" of the European Broadcasting Union (EBU). They may serve as a source of inspiration for the regulation of any situation not provided for in these guidelines or in other regulations affecting sponsorship and are appended hereto for information.

3. Suggestions to follow in the conclusion of sports sponsorship agreements

- i. Intending sponsors should, as far as possible, negotiate with the national governing body of the sport concerned.

Agreements with clubs or individuals should be submitted to the appropriate national or regional organisation for prior approval, unless of purely local or temporary significance.

- ii. Those seeking sponsorship should negotiate directly with the potential sponsor or sponsors. They should satisfy themselves that the agreement does not conflict with the interests of the public, is in the best interests of the sport, does not exploit the participants, officials or spectators for financial or commercial gain, and promotes the healthy development of the sport. They should also inform the governing body of the organisation to which they are affiliated of the details, scope and content of any agreement entered into. Should the governing body consider that the agreement is such as to endanger the independence of the sport concerned, it should have powers to delay its implementation for six months to allow the parties to negotiate a new agreement. The sponsored should bear sole responsibility for all financial consequences of the agreement.

- iii. Parties should conclude written agreements specifying:

- a. the duration of the agreement;
- b. all undertakings to be provided by the sponsor;
- c. all concessions to the sponsor by the sponsored;
- d. all publicity and advertising arrangements between the two parties (in this context attempts to place advertising material on the participants themselves should be firmly discouraged);
- e. an obligation to consult on any use to be made of the agreement outside its immediate scope.

- iv. Before entering into the arrangements referred to under iii.d. above, the parties are strongly advised to consult with representatives of mass media (broadcasting and newspaper organisations) likely to be interested in reporting a sports event in order to reach an agreement on advertising deriving from the arrangements and, in particular, its treatment by television, bearing in mind such organisations' editorial independence.
- v. Where national legislation so permits, the mass media and, in particular, national television organisations, are invited to draw up, in consultation with national sports bodies, a code of practice concerning the transmission of publicity material deriving from sponsorship agreements at sporting events, so that parties to such agreements may know clearly the regulations applicable, and thus help to avoid possible misunderstandings. This code of practice should ensure that advertising does not obtrude upon the viewer, listener or reader, detract from his enjoyment of the event, or infringe the socio-legal frameworks of the country and the medium concerned. This clause should not affect the national television organisations' liberty to decide whether or not to televise any sporting event.
- vi. Sportsmen may be sponsored directly or receive indirect sponsorship as members of a sports organisation party to an agreement.

In the case of direct sponsorship, agreements should be submitted to the governing body of the organisation to which the sportsman is affiliated, subject to the conditions and for the purposes set out in paragraph ii. of these guidelines. As regards the amount and source of funding, the appropriate regulations of the national governing body should apply; in the absence of regulations applicable to such situations, the national governing body may only advise.

Where indirect sponsorship requires that the sports participant uses special clothing or equipment as part of an agreement between his organisation and the sponsor, he may refuse if: (a) the requirement is contrary to the regulations of the governing body of the sport concerned; (b) publicity marks on clothing or equipment are excessive, obtrusive or contrary to Rule 9 of the EBU's principles; (c) his personal health is adversely affected by the requirements.

- vii. Where the sponsorship agreement provides that the name of the sponsor or one of his products shall feature in the title of a competition or event or in the name of a sports facility, or item of equipment, or be incorporated in the name of a club or organisation, the following additional principles should be followed :

- a. parties should be discouraged from making such incorporations where official national championships are concerned;
 - b. where it already exists, the original name of the sport, club, competition, event, facility, equipment, apparatus or accessory should be retained;
 - c. the name of a sponsor or product to be added to the title or name of a competition, event, facility, equipment, club or organisation should not exceed two words;
 - d. the name of the sponsor or of his product should be aesthetically, socially and ethically acceptable;
 - e. the name of the sponsor or his product should not dominate the sports event or equipment;
 - f. no beneficiary should conclude more than one such agreement for any one competition, event, facility, or item of equipment,
 - g. events and other activities financed by the fund referred to under vii. may include in their title the name of the fund so instituted; the names of contributors to the fund may feature only in secondary publicity material (brochures, programmes, reports, etc.).
- viii. If, for the purposes of implementing a sports sponsorship agreement, a change in the rules or traditions of the sport is felt to be necessary by both parties:
- a. the sponsored party should, before entering into the agreement, submit the proposed change to its higher authority for approval;
 - b. any change thus agreed should be for a specified experimental period;
 - c. an additional contribution equal to the cost of introducing and monitoring such a change should be paid to the higher authority.
- ix. Parties to a sponsorship agreement should ensure that no agreement for competitions or events which have already received significant sponsorship several times, should result in a higher total level of advertising than that authorised at previous competitions and events in respect of equipment, facilities, grounds or participants, with the exception of additional benefits received from the fund mentioned at xi.a. below.
- x. Recognition of accessory and secondary promotion of a sponsor or product (eg provision of cars, competitors' numbers, sports bags, suitcases, toiletries, food and drink, etc) should have the prior approval of the national governing body and should comply where appropriate with the rules of international sports organisations and these guidelines.

xi. Suggestions for further national implementation

In the enquiries undertaken by the CDDS in the preparation of this Code, two other areas of possible concern have emerged. Solutions to these concerns can be found at national level.

a. The first concern is to ensure that sponsorship agreements can contribute to the development of sport as a whole. If sponsorship concentrates exclusively on top-level or major events, the promotion of grass-root schemes for young sportsmen - upon which those top-level or major events ultimately depend - may be prejudiced. It was therefore proposed that a national sports development fund might be set up : this could be financed by additional contributions from sponsors according to the amount and type of sponsorship they already provide, or by taxes, or by a combination of the two. The management systems of such funds would doubtless vary from country to country but should include sports officials and governmental representatives.

b. The second concern is to obtain a clearer picture in each country on the development and trends in sports sponsorship, and to ensure that national rules - of necessity, more detailed than these European guidelines - are properly applied. If sponsorship increases it may, for example, prove necessary to provide safeguards for the sports participant as an individual citizen.

The setting up of a suitable national mixed body or bodies to undertake these tasks is therefore advised.

SPORT, WORK AND WELL-BEING

The participants in the seminar 'Sport, Work and Well-being',

Recalling the European Sport for All Charter adopted by the Conference of European Ministers responsible for Sport at their first Conference (Brussels 1975), and resolution no. 2 adopted by the Ministers at their 3rd Conference (Palma de Mallorca, 1981) concerning priorities for European Sports co-operation, in which they, in particular : "take cognisance of the fact that the introduction of new technologies in industrial societies will lead to increased leisure and thus to a greater demand for opportunities for sport and physical recreation", and paragraph h. of the said resolution, asking the CDDS "to undertake the following new priority themes : ... sport for the working population ...";

Considering that technical developments have brought and will continue to bring about changes in the character, the organisation and methods of work leading inter alia to increasing specialisation and physical immobility and also to increasing strain on the central nervous system, and considering that the negative effects of this increasing mental stress require special measures for the maintenance of the well-being and health of the working population,

Stressing that this changing character constitutes a challenge to sports policies,

Considering that it is desirable to promote the active participation of the whole working population in physical exercise by all appropriate means which will include possibilities for physical activity during work time and during leisure time both in the work place and outside,

Present to the CDDS the following conclusions and recommendations, based on the proposals made by the working groups at the Seminar.

SUMMARY OF RECOMMENDATIONS

1. Traditional sports policies have not taken into sufficient account the problems and difficulties of the working population - and in particular some fairly distinct categories of it - to participate in sport and physical recreation. A major priority for sports policies should therefore be to remove these obstacles with a view to increasing their motivation and their possibilities and opportunities to participate actively.

This could be done by switching the emphasis in promotion campaigns away from competition to participation. Such a switch, along the lines suggested above, will cost money and resources but considerable benefits will accrue if Ministers are prepared to accept these recommendations and implement them.

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2. The effective implementation of these proposals and other measures to promote the well-being of the working population will require the collaboration and cooperation of other important partners and authorities with linked responsibilities, (e.g. the trades unions, employers' organisations, local authorities, education, health and other governmental departments, the sports organisations and other voluntary bodies).

3. All employers should be encouraged to provide time, facilities and opportunities for their employees to take part in physical activities. Such activities should include regular adapted work-break exercises, possibilities to take part in (company) sport during and after working hours, and possibilities for individual and collective physical fitness training courses. The purpose of such activities would be to increase the well-being of the employees and the quality of life at work.

4. Evaluation

In the past, a substantial but dispersed input - campaigns, promotion, staff training, etc. - has been devoted to physical activities for the working population : but little is known about the effect or impact of the different measures adopted, either singly or together. One research priority which would be useful for policy makers, is to evaluate and monitor the actions taken, and their follow-up. Action-based research might be a useful and relatively quick method to get such information.

5. Efforts should be made to encourage new forms of information exchange and promotion of awareness, e.g. by inviting the mass media to pay more attention to sport and physical activities for the working population and recreational, leisure-time sport.

6. Adults do not seem to recognise the need for physical activities during one's working life. Educational establishments at all levels should be encouraged to promote awareness of the need for regular exercise and to provide the basic capacities to enable adults to join in the activity or activities of their choice throughout life. Positive experience at an early age seems to be of key importance for future participation.

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1. PHYSICAL ACTIVITIES DURING WORK, IN PARTICULAR WORK-BREAK EXERCISES

A. INFORMATION POLICY should be differentiated according to the various target audiences. Amongst the major ones are the following : policy makers, managers and the worker population. It is particularly important to provide trade unions and workers' organisations with properly structured information about the significance of work-break exercise.

Information policy should lead to the development of adequate promotion, publicity, campaigns and policies for the support of work-break exercises.

An effort should be made to use human contacts to disseminate knowledge and stimulate interest. All available channels should be used to reach other interested organisations.

The exchange of information, including disseminating the results of research work between different countries is very valuable so that experiences can be shared and assumptions tested.

Research has shown the properly structured work-break exercises can contribute to a reduction of industrial accidents, as well as having a positive effect on working capacity and general well-being.

It is suggested that the Clearing House distributes research results as widely as possible to interested parties in the CDDS.

B. INSTITUTIONAL FRAMEWORKS

In some countries, a legal framework for promoting and stimulating the introduction of work-break exercise may be an appropriate instrument. In others - especially those where work-break exercise is already fairly common - administrative support may be a sufficient response by the public authorities. Whichever institutional framework is chosen, the purpose will be to encourage and stimulate the private organisations - employers, trade unions, staff associations and where appropriate sports organisations - to develop a programme of work-break exercise. The objective is to promote full cooperation between all the parties involved.

C. TECHNIQUES

Women and men traditionally have different attitudes towards work-break exercises. Men are usually less active, so it is important to develop appropriate programmes for men. Programmes should take account of different kinds of job and work practices, and the work-break exercise should be correct, adapted and complementary. This is particularly important with the development of new work patterns, especially those linked with automatic data processing. Programmes should also aim to maintain and develop interest by the participants.

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D. WORK WITH OTHER PARTNERS

Interdisciplinary research on work patterns and work-break exercise needs should help refine programmes. More research work studies in this field are needed.

Researchers need more practical information from and involvement by the work-break exercise leaders and the participants in the working population.

Preparation for work-break exercise can begin with education in health-related fitness at schools. Professional training establishments should be encouraged to introduce courses on work-break exercise appropriate to that profession into their curriculae.

E. TRAINING

Work-break exercises will usually be introduced by specially trained leaders, who will use micro-breaks and progress step by step.

One objective will be to achieve a situation where the self-training, self-realisation, self-knowledge, self-discipline and self-motivation of the working population is sufficient to develop and prepare self-regulated work-break exercises.

The break should be compulsory but each worker can decide whether she/he wants to join in or not.

There should be a specific work-break exercise programme for each target group, as it is necessary for all types of workers.

The feeling of well-being inside the human body must be the goal.

F. THE FUTURE

If the necessary means are made available, then it is to be expected that the need for work-break exercises will continue to increase, which will lead in turn to the development of new attitudes towards work-break exercises and new methods. New work techniques will continue to pose new challenges, which should be met by providing an education in motor mobility appropriate to each worker and each job.

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2. LEISURE TIME ACTIVITIES CONNECTED WITH WORK, INCLUDING "COMPANY SPORT"

A. DEFINITION OF COMPANY SPORT

All kind of sports and physical activities organised in a work place (eg. a company) basically for the employees.

B. SIGNIFICANCE OF COMPANY SPORT FOR THE EMPLOYEES :

1. Physical fitness :

Depending on the frequency of sport activities, it may improve physical fitness.

2. Mental fitness :

Company sport does not produce as many losers as competitive sport.

3. Socialisation :

Company sport appeals to a different target-group to the regular clubs; it introduces a set of norms and values connected with the less competitive character of company sport.

4. Communication improvement :

People have an opportunity to get to know each other in a different context to their working situation.

5. Team spirit :

It is considered important for an individual to belong to a group; positive effects in the working environment could result.

6. Preventive functions :

Company sport can create a bridge between physical education in school and a physically active life after that period and a bridge to "regular" sports practice. In the light of a reduction of working hours, company sport seems to be able at least partially, to fill the "new" leisure time.

C. SIGNIFICANCE OF COMPANY SPORT FOR THE EMPLOYER :

1. Company spirit

Besides team spirit, company sport may also lead to a beneficial company spirit.

2. Company's image

The company's image may be raised by stimulating sporting activities for the employees.

3. Health

Participation in physical activities may lead to less absenteeism and a healthier working population; however more research in to these possible relationships is needed.

D. POSSIBLE OBSTACLES TO COMPANY SPORT :

1. If sport is regarded as a stimulus for communication, a participant in company sport could be restricting his social contacts.
2. Many sport activities have a risk of injury. Companies might not want to take that risk.

E. HOW TO OVERCOME THESE OBSTACLES

1. If inter-company sport is stimulated at the same time, and/or families participate, the communicative function of company sport will be less narrow.
2. There is no proof that injuries occur more often in company sport than in other sports activities. To reduce injuries in company sport one could think of the following measures : 1) information on injury-prevention; 2) modifying the rules of "risky" games; 3) confining to the less "risky" sporting activities; 4) accentuating game fun instead of the urge to win.

F. ORGANISATION

All company sport should be based on local initiative within the company. A central organisation - either separate from or as a part of an overall sports federation - is of value for supporting and stimulating the local clubs.

G. RECOMMENDED MEASURES TO BE TAKEN FOR THE PROMOTION OF COMPANY SPORT

In some countries there seems to be ground for the observation that people who participate in company sport are mostly already active in other sports. This statement, however, does not hold true for the majority of countries. Company sport is generally regarded as supplementary and introductory to "regular" sport.

1. Every employee should have the opportunity during working hours to do physical or sports activities for 2 or 3 times a week. This may in particular help to promote a greater participation of women in sport. In general it should help stimulate motivation and well-being for all employees.

2. De-emphasize the competitive element of sport and bring the joy and fun element more to the fore.
3. Schools and other educational bodies should provide more information on recreational sport and its value during working life.
4. More account should be taken of sport for the working population in sport for all programmes.

3. PHYSICAL ACTIVITIES NOT CONNECTED WITH WORK

A. GENERAL LEISURE TIME ACTIVITIES

Involvement in sports activities is voluntary. It should therefore be in accordance with the needs, wishes and abilities of the individual : one of the main motivations should be "fun", from which derive social benefits such as friendship, communication and social integration. A desire to be physically fit need not be the principal motivation. That is why it is difficult to lay down rules about what constitutes "healthy activity". The objective should be to promote round development of mental and physical health as well as human happiness, i.e. general well-being.

The proposals cover the whole range of physical activities, from recreational, informal activities, to competitive sport. However, stress and emphasis should be placed on informal, "soft", recreational activities.

As society changes so do its recreational needs. Sport is sometimes slow to recognise this and sporting organisations should be encouraged to take more account of changing trends.

The following proposals are those which the seminar feels are within the competence of Ministers responsible for Sport in order to improve participation by the working population.

B. TARGET GROUPS

Although the purpose of the seminar was to identify ways of increasing activity among working people in general, there are certain target groups within the working population who require adapted programmes and easier access to existing facilities if they are to become actively involved in sport. New facilities (cf. infra) may also be needed. These target groups include :

- women
- elderly people
- bluecollar workers
- immigrants
- handicapped people.

The seminar did not forget the needs of unemployed people, which will be discussed more specifically at Cardiff.

It is important to remember that some people fall within more than one of these categories, and so their needs are even greater. Also, people's needs change at different stages of their lives. The majority of people are aware of the need for exercise and therefore more campaigns were not the priority : what is needed is i) to stimulate motivation, ii) to create opportunities to participate, iii) to develop programmes that will encourage continuous participation ("fidelity").

C. WAYS OF INCREASING PARTICIPATION AMONGST THE WORKING POPULATION

Experience shows that success is dependent upon making all or some of the following arrangements or changes in the organisation of sports activities :

- Start with sports with which people are familiar and which are the most popular.
- Provide activities which people like : this is easier to say than to do.
- Create possibilities that are "fun".
- Provide an attractive atmosphere so that people can be spontaneous and creative.
- Adopt informal rules for a relaxed and enjoyable activity.
- Provide flexible opportunities, meeting individual wishes and needs for competition and leisure and vice versa.
- Provide simple, local facilities which are easily accessible.
- Adjust conditions such as opening hours, equipment and location of facilities etc. so that people have more opportunities to participate more frequently.
- Provide family facilities (eg. crèches) and family activities.
- Improve the co-ordination between schools and clubs and the other partners in sport so that they engage in common effort rather than rivalry.
- As each country has different needs and traditions, the ways of implementing these proposals will vary.
- Another approach is to encourage the use of physical means to go to work and return home, for example by providing more cycle tracks to help commuting by bicycle.

D. OTHER MEASURES :

- Other important institutions such as trade unions, employers' organisations, local authorities, education and health departments, and sports federations, must also be involved in this programme if it is to be successful.
- Much more research needs to be carried out on the obstacles which prevent working people from participating in sport, on the various types of sports behaviour of the working population, and on the means of overcoming the very high "drop-out" from sport which occurs in many countries, as well as "sports illiteracy".
- Elderly people need more opportunities to participate in traditional sports : (e.g. it is very difficult for women in their 50s to take up ball games in most countries).

E. TRAINING OF LEADERS

- A "second wave" of voluntary Sport for All leaders is required. If necessary these people should be paid for their efforts. They should be trained to provide a "life-time" approach so that people can have the opportunity to continue in sport instead of dropping out as they grow older. They should also be trained in a "recreational"/"fun" outlook. Too often present leaders see Sport for All as a means of recruiting people into rigorously competitive sport. This is not the only motivation and other attitudes should be encouraged.
- The complementarity of leisure "fun" activities and competitive sport or vice versa should be encouraged. Ways must be found of improving the opportunities and back again as the individual wishes.
- Too much mass media emphasis is given over to competitive sport. There is a need for more TV and newspaper coverage of mass participation activities.
- Participative and recreational activities should be emphasised in the family and guidance given on these to primary school children.
- The ethical and moral values of sport should be emphasised.

PROFESSIONAL SUPPORT OF VOLUNTEERS IN SPORT

The participants in the seminar on 'Professional Support for Volunteers in Sport',

Recalling Article VIII of the European Sport for All Charter which states that "In any programme of sports development, the need for qualified personnel at all levels of administrative and technical management, leadership and coaching should be recognised";

Recalling Resolution 2g. adopted by the European Ministers responsible for Sport at the 3rd Conference (Palma de Majorca, April 1981) asking the CDDS "to undertake a study of the effects of professionalisation in sport";

Present to the CDDS the following recommendation and conclusions :

GENERAL RECOMMENDATION

1. Sport and Unemployment

Society in general and sports participants themselves are making ever-increasing demands for sport, and on its structures. This leads to a situation where there is increasing pressure on facilities and on people who work for sport : there is therefore a need for both more volunteers and more professionals in sport.

At the same time, society is looking for solutions to the unemployment problem.

Sport can make its contribution to reducing this problem. This could be done at all levels, and mainly at the local level, with local authorities and local sports clubs working together as appropriate.

On the one hand, jobs in sport exist, both in public authorities and sports organisations, which at present are inadequately performed because too few posts have been created. These jobs should be filled on a permanent basis by employing persons, particularly those trained or qualified in sport or physical education in the fields, for example, of promotion, administration or coaching/training.

On the other hand, arrangements should be made to allow suitably trained, experienced or motivated people who are unemployed to do voluntary work in sport or to help in sports facilities without losing their unemployment benefits.

2. Functions and tasks of voluntary workers

Definition : By voluntary worker is meant a person who works without direct remuneration to improve the functioning of their sports organisation. This notion does not exclude the possibility of granting the refund of incidental expenses.

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It is vital that policy-making in the voluntary sports organisations remains in the hands of volunteers. Volunteers are the core of leadership, management and training.

More volunteers are needed to fill vacancies and respond to new developments.

The motivation of volunteers should be increased, not by providing remuneration, but by increased social awareness and appreciation of and social contacts with them, support from their family and by professional support.

Voluntary work could be made more attractive by reducing the number of tasks any one voluntary worker is asked to do, by providing helpful advice, guidelines or instructions. Their competence could be improved by providing additional training in the form of short courses. Long courses are expensive, take too much time, and increase the process of (quasi-) professionalisation.

The educational and professional background of voluntary workers is not necessarily specifically a sports one; this and their practical experience counts for as much as formal training.

Professional support should be provided to help the voluntary worker to realise the tasks described above, ie. by supporting the volunteer chairman, secretary, coaches, referees or leaders, depending on the sport, the club, and their particular needs.

The technical courses for voluntary coaches, trainers, instructors, etc. should have their standards set and controlled by the competent sports organisation.

3. Functions and tasks of the professional

Definition : By professional¹⁾ is meant a person who works full-time or part-time for sport, for which he receives a remuneration from an employer, and for which he has been trained or gained experience, appropriate to the level and amount of his activities.

The group distinguished 5 categories in which professionals could work :

- sports promotion (e.g. project officers, sports animateurs, sports development)
- sports administration (e.g. management functions in the public or voluntary sectors)
- coaching and training : (i.e. related to performance)
- sports facilities : (e.g. technical tasks, engineers)
- support services or functions for sport (e.g. sports medicine, sports sciences and research, training of trainers, etc.)

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1) It should be clearly understood that this definition does not include playing sportsmen who are paid : the seminar did not discuss professional sport or sportsmen.

As indicated above, within the voluntary sector, professionals should understand and support the volunteers, and they will thus have mainly executive or technical functions. There was no function which could only be filled by professionals. The need for professional support should be judged not by the nature or quality of the task, but by the volume of the work he or she is required to do. Labour intensive tasks might be carried out by professionals. These tasks vary, so there is not just one kind of professional; one professional can carry out several tasks.

This is illustrated by the following table of professional workers in sport, which gives an estimate of the situation in the Netherlands :

	Governmental					Non-Governmental				
	P ¹⁾	A ¹⁾	C/T ¹⁾	F ¹⁾	SS ¹⁾	P ¹⁾	A ¹⁾	C/T ¹⁾	F ¹⁾	SS ¹⁾
National	4	8	-	3	35	40	500	60	3	100
Regional	-	11	-	5	20	25	125	150	-	200
Local	1000	7000	-	4000	-	-	20	10000	100	5000

1) : P = Promotion; A = Administration; C/T = Coaching/Training; F = Facilities;
SS = Support Services

(This scheme includes persons employed by ngos but paid for on the basis of a grant by central government to the ngo concerned.)

It would be interesting if other member States could fill in this table according to their own situation and send it to the Clearing House for distribution.

This table does not include the physical education sector in schools and universities and colleges, as it already has its own "professional" structure, nor the commercial structure.

It is difficult to make simple or general proposals with regard to the training of professionals in sport.

Public authority employees in many countries (especially at local level) are often holders of some professional qualification or a degree in a field directly concerned with sport, recreation or physical education. This process will intensify.

The standards and quality of sports instruction given by a purely commercial institute not under the authority of a national sports organisation would not always be satisfactory.

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4. Coordination

There are a number of organisations which look after the interests of sports professionals, but these are likely to be either specific organisations (eg. trainers in a particular discipline, swimming-bath managers' associations etc.), or larger associations (eg. a trades union) not concerned only with sport. There is an overall national federation of workers in sport in the Netherlands, but there is no trend towards a similar organisation in other countries.

No special collective regulations governing employment conditions in sport, the legal position of such workers, or the appropriate negotiating procedures exist. Many countries felt it was desirable to leave these questions to larger associations, such as the appropriate trades union. On the other hand, a tendency to some overall coordination could be seen as some national sports organisations were providing a common insurance or pension scheme for volunteers and professionals working in the member associations.

In most countries, the recruitment processes for employing professionals in sport is a part of the general labour exchange system. However, specialised labour exchanges have been set up in eight Dutch provinces.

5. Consequences

In some member States, it can be stated that governments are primarily concerned with ensuring the creation of proper conditions for practising sport and that the prime concern of the sports organisations is the organisation and implementation of sporting activities. Governments should take initiatives in organising certain sports activities themselves if sports organisations are not able or do not wish to do so.

In other member States, the same distinction of responsibilities is true as far as competition sport is concerned, but all other kinds of sports activities are considered as being primarily a responsibility of the government.

There is no general or single pattern in trends : developments depend on the structures and state of sports development in member States and on the type of professional, their tasks and their employers.

Member States should however initiate discussions on how, to what extent and with what means future developments in professionalisation should take place, even if, at the moment, the present situation is not a matter for concern in most countries.

In general, the financing of the three main professional tasks should be as follows :

- for administration and management,
- for coaching and training
 - . from within the resources of the sports organisations themselves;
- for promotion, either by the sports organisations or by the public authorities, depending on the structures and traditions of each country.

6. The Job-Potential of Sport in Relation to Unemployment

a. Governments and sports organisations of member States are concerned by the growth of unemployment in general. Commending the actions already taken in member States to reduce this problem in general, the seminar recommends that the job-creating potential of sport should be taken into account, especially by seeking arrangements so that sport and recreation will be an integrated part in possible employment schemes.

In financing these programmes, it is necessary to consider the opportunities for unemployed people with a training in sport or physical education to take up work in sport, without affecting their unemployment state benefits.

The most important principle underlying general sport policy, both of governmental and non-governmental order, is that sport is a valuable field of activity because of the opportunities it offers for personal development. Thus, the general objective of sports policy is to strive to enable as many people as possible to become involved in sport, should they so wish.

In achieving this objective, the governments of member States and the sport organisations have separate but complementary responsibilities.

b. In view of both the increasing demands that sport is facing and the increasing need for sport, sport needs more people working for it, both professional and voluntary. In order to reach those people who are not interested in the activities provided by sports clubs, there is a need for more local professionals to provide suitable activities.

Local sports promoters/animateurs/"street-corner-sports-workers" could be employed by local authorities as part of their duty to provide an environment conducive to the practice of all sorts of sport and all types of physical activities attracting all kinds of people. As an example, it has been estimated that in the United Kingdom, the recruitment of such promoters by local authorities could be achieved by allocating approximately an extra 5% to the £1,000 m. already provided in sports budgets, with the prospect of an increase of more than 5% in participation.

THE CHALLENGE OF INCREASING LEISURE TIME
TO SPORT AND RECREATION POLICIES

1. Sports participation and organisation has grown dramatically in the last 20 years. Work and the relationship between work and leisure are changing greatly, and many more people will have increased leisure time. Sport has a major part to play in giving people fulfilment in their lives. It is recognised that the remainder of this century will see dramatic economic, social and demographic changes. The sports movement, governmental and non-governmental, has to have clear-minded aims and policies as to how to respond to these changes; and to what extent it should adapt itself, or maintain continuity, or resist such changes.
2. In particular, the immediate situation of inflation, unemployment and shortage of public money is placing strains on the policies, structures and budgets in all member states.

3. Demand :

On the demand side there is still a great need for sport felt by the population and not yet met.

In policy terms, this need meets five aims :

- i. as a vital contribution to the quality of people's lives;
- ii. as a contribution to health, both physical and mental;
- iii. as a mainstay of social life;
- iv. as a contribution through high performance to individual achievement, and national prestige;
- v. increasingly with telecommunications as a form of mass-entertainment.

The first four are a particular concern of government, the last two of commerce and all five should be of concern to voluntary organisations. Research has demonstrated the importance of many of these aims (in particular, the health aspects), but often they have been incorporated into policy only in a fragmentary way.

4. The rationalisation and impact projects demonstrate that while participation has grown during the 1970s by about 10% (varying within Europe from 20% to 50% to 30 to 60%). But it is true that :
 - a. the same groups throughout Europe are generally low in participation - women, the unemployed, people with low incomes, the handicapped and immigrants;
 - b. every additional percentage of increase becomes increasingly hard and costly to win, especially in these target groups.

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5. Supply

A major wave of facility provision occurred in the 1960s and 1970s. Major questions facing governments and non-governmental organisations are :

- i. how to maintain this supply in general at a lower cost, at least to the public sector; and how to obtain the resources needed to provide facilities in recreationally deprived areas, both urban and rural.
- ii. how to adopt the techniques of marketing, information and communication effectively for their own promotional (as opposed to commercial) aims;
- iii. how to recruit and train facility managers, club coaches and community sports leaders and employ them in the public, voluntary or commercial sectors or in partnership between them;
- iv. how to ensure that physical education in sport in schools provides a basis for life-long participation, which may mean major adaptation to curricula and teaching methods;
- v. how to bring access to and management of sport to the people by decentralising control to local communities and by providing more local small-scale facilities;
- vi. how to maintain or increase the intensity and fidelity of participation (ie. the continuity of policies and programmes) at a high level of quality;
- vii. how to share European experience in these matters effectively and quickly even in those countries with already high rates of participation, for then investment is cost effective.

6. Costs and benefits

Both of these have been taken too easily for granted. The benefits are those identified in the aims i-v above plus the benefit of job and income generation. Apart from the last these are difficult to define and measure and small benefits tend to be spread over large populations.

The costs on the other hand - of commercial pressures affecting the image and practice of sport, of violence, of unfair play, of injuries, of drug abuse, of noise and wear on quiet and fragile natural environments - tend to be easily identified and measured and to be concentrated on fewer people, at specific places and for short periods. There is a danger that they will be used in argument to outweigh the beneficial effects.

It is important that genuine trans-national research on costs, benefits and economic impact be undertaken by the Council of Europe.

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Structure and Organisational Relations

7. Governments and non-governmental organisations, and, where possible, the commercial sector, must develop clearly stated strategic aims and policies before any real debate about separate or shared responsibilities can commence. The unreadiness of some parts of the sports movement is demonstrated by their reactions, or lack of them, to commercial pressures such as sponsorship, television rights, etc.

8. Public authorities, both central and local, need to identify with the voluntary and commercial bodies which aims and policies each can best meet separately; and where there is scope for a genuine partnership.

Again, the conditions for and experience of member countries (however small) have not been effectively shared.

9. We do not believe that low economic growth, inflation and limited public money mean that sport will lose its gains in participation of the 1960s and 1970s, or that it will not be able to meet new challenges of increasing participation and making Sport for All a reality. The contributions of sport to society is growing, but its budgets are often historically determined and generally static. Sport therefore suffers from its own expansion.

The similar social trends and structures of sports participation in the member states make a very strong case for closer European cooperation. This emphasises the function of the CDDS as a forum where such problems can be discussed and solutions proposed which can inform and guide national policies.

10. A suggested approach to work of common interest is set out in paragraph 11.

11. Proposals

The Seminar proposes that :

1. it is crucial that the gains in participation of the 1960s and 1970s should be secured by :
 - a. more clearly defined programmes of sports development by each of the partners involved;
 - b. more clearly stated roles for governments, the voluntary and the commercial sectors in each country which may include some transfer of facilities and responsibilities from the public sector when necessary or appropriate.
2. if "Sport for All" is to become a reality, policies for promoting sport amongst deprived people in society are needed and governments must ensure that they are carried through.

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3. it is crucial that after the next Ministers' conference in Malta :

- a. each partner in the member states should make their long-term aims and policies for recreational and competitive sport more explicit both nationally and internationally. This should include a statement on their desired relationship with the commercial sector especially in relation to sponsorship and TV rights - again both at national and international levels;
- b. that study groups are set up to identify the way forward in partnership between governments, non-governmental organisations and the commercial sector and, in the meantime, to disseminate experience of best current practices as a matter of urgency;
- c. that a co-ordinated study of the economic importance of sport in relation to changing social trends is commissioned to inform the CDDS in adapting sport to modern realities. This study should have regard to existing data and the work of the Study Groups and should take advice from sports scientists and non-sport experts.

EVALUATION OF THE IMPACT OF SPORT FOR ALL POLICIES AND PROGRAMMES

INTRODUCTION

The national reports show clearly that there is a direct relationship between an increase in sports participation and the existence of a Sport for All policy. Furthermore, the level of participation is significantly higher in those countries which have a specific Sport for All philosophy and programme(s).

The reports also show that the aims, objectives, values and the means (though these latter may vary in quantity) for realising a Sport for All policy do not significantly differ.

On the other hand, the results reflect structural differences in the development of Sport for All and in the level of participation.

A Sport for All strategy allows for many different approaches, particularly with regard to priorities, and will depend on the economic, socio-cultural and geographical circumstances in, and climate of, the country concerned.

When there is mutual respect for the structural differences (governmental and non-governmental responsibilities, among other things), and enough freedom to work out national strategies, it will be possible to speak of a European Sport for All policy.

A. COUNTRIES WITH NO SPORT FOR ALL POLICY

Introduction

There are within the Council of Europe some countries with relatively low rates of sports participation, with markedly younger and more rural populations. Most of them have not yet laid the bases for a Sport for All policy. However, a traditional sports policy is no longer adequate: public support which covers only competitive sports, of interest to a minority, is contrary to modern social needs and demands. The majority of public money for sport still goes in that direction. Each of these countries therefore needs to formulate, adopt and implement a specific and coherent Sport for All policy, ie a policy which is directed to ensuring the provision of physical activities for the whole population, and which provides aid and support to all participants in sports in all levels and abilities and of all ages and origins. Such a policy responds to current needs and the general desire for enjoyable, health-related, social and physical activities: such activities improve the quality of life of every individual and society as a whole.

Advisory and executive functions

If there is no other way of creating a Sport for All "mentality", countries which do not have a Sport for All policy or a structure for it should set up a committee to define the requirements and objectives of such a policy in that country, based, inter alia, on the European Sport for All Charter of 1975. The report should propose a body or agency to be responsible, under the Sports Minister, for implementing the proposed policy, and for coordinating it with other areas of government. In addition, an expert group should provide the Minister with advice and enable Sport for All policy to respond to new needs and trends.

New Sport for All associations

While strong central supervision of the policy is necessary, the amount of central or local implementation and organisation will vary. It will require strong planning and execution, as traditionally organised sport is a strong lobby, and whereas the governing bodies often have the facilities, staff and the experience to stimulate mass leisure participation, evidence from many countries shows that they are reluctant to assume this new and wider responsibility and commitment. New Sport for All associations may well be necessary.

Professional base and special needs

The development of such policies can be helped :

- by using advisory groups, research findings and the skills of research scientists to provide sound national foundations;
- by learning from other countries' experiences - such as the results of this coordinated research project or the results of earlier European coordination through the CDDS. The policy will of course have to take into account the economic situation of the country, its cultural traditions, its governmental structures, its climate and environment as they might effect sports activities and all the other factors mentioned in the CASTEJON and RODGERS studies of 1973 and 1977.

Policy factors

Appropriate and adequate finance, facilities and personnel are the three linked prerequisites for an effective Sport for All policy. Priorities will vary from country to country, but an essential need is that all three develop in harmony to meet evolving demand. This presupposes a planned sports development policy.

Facilities, finance

Facilities which are not available for Sport for All, or empty facilities, shut down through lack of money or staff, are useless. The use of local, natural environments can reduce initial expenditure on facilities.

Facilities should be accessible to handicapped persons. Full use should be made of existing facilities - eg through long opening hours and by using facilities at clubs, schools, universities and military installations to the fullest extent possible.

Proper maintenance of existing facilities is vital and it is cheaper in the long-term. New top-class sophisticated facilities are unnecessary for Sport for All: simple, local ones are more important, but in all cases, however, the standard of local private facilities must be taken into consideration, particularly with regard to ancillaries (showers, changing and foyer areas).

Various methods of financing Sport for All policies - eg through lotteries - should be studied. Exploitation is a danger, and new participants must be protected from commercial or financial manipulation.

Personnel

In staff matters, the main need is for the training or retraining of personnel to support the Sport for All programmes and activities. There is a special need for local sports animateurs. Such personnel will often be former physical education teachers or sports leaders or instructors applying their skills in a wider context.

Physical education programmes

Links with schools will be reinforced if some of these animateurs are also PE teachers. The significance of primary education on influencing attitudes to sport should not be underestimated. A priority is therefore to increase the time for physical education in all schools and to introduce children to a broad range of motor and other skills through suitable programmes. This will enable children to use the knowledge and experiences acquired at school profitably and to increase their willingness to participate in a variety of life-long sports activities. A Sport for All day at schools as a promotional effort has merit.

Special target groups

In many of these countries, the percentage of young people (under 25) is so high that properly designed programmes for them are an essential need.

In nearly all countries the lower social classes have very low participation rates compared to national overall rates; the unemployed, older people and the handicapped are additional specific priorities. Overall the rates of feminine participation is too low and so women need especially designed programmes, perhaps rather more socially orientated.

Methods

Each target group needs specific promotional means. Experimentation is vital, as it helps increase experience and perfect methods and to discover latent demands amongst such groups.

Promotion to encourage participation as a part of management procedure is an important consideration, as is the use of the media towards this end.

B. COUNTRIES WITH DEVELOPED SPORT FOR ALL POLICIES

There is another group of countries with relatively high living standards and with successfully developed, often remarkably high, sports participation. These countries have largely completed their plans for specialist sports facilities.

With their economies moving into the post-industrial phase and with ageing populations, there are particular social and health benefits to be derived and roles to be played by Sport for All policies.

Sports have contributed substantially to social life and in part to health, but sport must change with changes in the structures of societies and the pattern of peoples' lives. Society too must recognise the reality of the main sport for all movement.

So far, policy has tended to focus on the individual. It is desirable now for actions to be consolidated at the local level.

1. Structures

There is a need for closer collaboration between the local population, its associations and sports clubs and the local authorities, in order to co-ordinate the leisure activities of local structures, and to ensure the provision of varied offers, initiation campaigns, information and promotion, etc.

Local authorities have to make sufficient means available, both human and material, but must avoid taking the place of local associations and clubs.

It is the duty of local authorities to take action wherever associations have failed.

Two kinds of staff could be employed in this context:

- municipal staff: responsible for coordination and information;
- staff for animation: semi-volunteers, with a wide rather than specialised training, aimed at animation rather than technical sport prowess.

It is proposed that qualified unemployed persons (eg physical education teachers) take such responsibility for sport in the municipality; this would also be a partial solution to unemployment.

Developing participation

1. The groups still outside sport (for example most women, some of the handicapped, the lowest social classes) need specific programmes to enable them to participate.
2. Many people take part in sport infrequently. They should be encouraged to "deepen" their sports practice by making it more regular and more intensive so as to better realise the full benefits for health, satisfaction and sense of achievement.
3. The further development of Sport for All requires that its philosophy is brought into schools, sports clubs and family life, and to link it up with health education for children, adolescents and adults.

Management, investment

4. Sport for All requires local, adaptable, multi-purpose, low energy-cost facilities, which are well managed. Many can be found by adapting existing buildings for such varied recreational use.

The planning of new facilities must henceforth take account of recreational needs: multi-purpose and recreational centres such as leisure centres are required.

5. Access to natural resources

Where there is a legal or land use problem of access to land or water for Sport for All, governments should encourage the development of networks or paths and negotiate access with the owners of and workers on that land. The recreational use of fallow land and lakesides is particularly important.

It is desirable for municipal authorities to help in managing and maintaining local facilities (roads, paths, parks, playgrounds).

6. Staff

Large numbers of monitors or animateurs are needed who can work locally as community sports leaders. They may work as volunteers or professionals but must have a basic qualification.

The specific character of recreational sport requires a specialised training for such staff, who should not be purely technical personnel, as their technical training is not adequate for guiding leisure activities.

7. Finance

In financial terms, the health and quality of life benefits of Sport for All as a day to day habit are such that it should receive a fair, adequate and reliable share of public resources; otherwise there will be a large turnover and drop-out.

The economic crisis has effected the financing of sport. The more reason why the state, regions, municipalities and sports federations should rally their joint strength. Forms of self-support using the contributions of participants, should be investigated. Private enterprises might also supply funds and thus contribute to the development of Sport for All. However, the ethics of sponsorship should be thoroughly investigated.

8. Media

Television is a powerful means for conveying information, but up until now it has not been very effectively used for leisure. It would be worthwhile to discuss this with Ministers responsible for the media.

The working-group hopes that more information about recreational sport will be spread through local and "free" radios, and through the regional and local press.

9. Research

Sport for All is a social policy; as such its planning and implementation must be underpinned by adequately funded research into the factors behind Sport for All, and into measuring and evaluating its effects.

10. Conclusions

A Sport for All policy is inconceivable without a governmental framework. Governments may wish to form partnerships with voluntary sports clubs, commercial operators and community groups; however if none of these other groups do so, the needs of deprived and non-participants groups must be met by government actions.

Genuine cooperation, soundly based on mutual consultation and complementarity and a division of responsibilities between the federations (clubs) and the Sport for All movement is an absolute must.

The desire for integration in the sports movement, and the fact that there are very diverse motives for engaging in sport, requires that the necessary means are found to allow the sports organisations to include both the more competitive and the recreational sports sectors.

NEW PARTNERSHIPS IN SPORT

A. GENERAL CONCLUSIONS

1. The Sports Sponsorship Code approved by the Sports Ministers at Palma in 1981 gave expression to certain fears with regard to possible undesirable developments at that time. These fears have not all been realised :most problems have been overcome and those that remain can be dealt with satisfactorily. Since then cooperation and partnerships between commerce and sport, particularly as reflected in sponsorship agreements, and the media and sport have on the whole developed positively and are therefore to be welcomed. New developments in television technologies offer sport greater opportunities overall for an increased coverage of sport in all its aspects - whether worldwide, or national or 'minority' - as entertainment, information and education.
2. This reflects, and encourages, all aspects of sport as a pleasant and stirring human activity.
3. The problems that remain - the disadvantages (see Table) - are now clearly recognised and the seminar is convinced that they can be solved by sport, usually by itself.

However, it is necessary to exchange mutual information on development in these partnerships between commerce and the media so that problems may be recognised in due time.

4. The role of governments in their general responsibility for sport is to provide the necessary support to sports organisations to decide and carry out their own sports policies. Only if some of their tasks are not fulfilled, or problems not solved, or when faced with wider implications for society as a whole, should governments take a more active role.

B. SPORT AND GOVERNMENT

1. Governmental authorities and non-governmental organisations have traditionally played a role in safeguarding the ethics and organisation of sport. The increasing role of other parties - notably media and sponsors - means that they should be aware of changes in the relations between the traditional partners. It is thus necessary to ensure adequate communication between the four parties in order to facilitate a better understanding of each party's rights and duties.
2. There is a continuing interest in sport and physical recreation by governments and public authorities. This is because of the impact which the essentially voluntary activity of sport can have on those wider social issues which are the direct concern of governments and public authorities.
3. Sport is now dealing with new partners. Commercial interest (especially sponsorship) and media interest (particularly television exposure) offer new and different possibilities. The financial consequences of this involvement by media and sponsors are considered by sports organisations to be a useful contribution to the development of sport : for example in equipment, organisation and employment.

Nevertheless the continuation of the basic balances in sport should be guaranteed, such as :

- the independence of the sports movement;
 - protecting the ethics of sport;
 - preserving the objectives of sport and respect of the athlete as an individual;
 - the right balance between the different forms and levels of sport;
 - creation of a special fund to ensure the continuity of commercial financing;
 - the adoption of new clear and explicit contracts (as in business).
4. Governments and public authorities may need to react if the developments due to these new partnerships are prejudicial to the issues and policies which are their direct concern. However, the primary responsibility for taking the lead in reacting to these developments lies with the sports organisations.
5. Governments and public authorities can affect these issues through the use of different measures, for instance :
- a. appropriate legislation
 - b. tax allowances to encourage private contributions
 - c. financing; subsidies
 - d. ensuring that sports leaders have adequate training so that they are properly skilled.

C. SPORT AND THE MEDIA

- 1. The existing sport structures have the basic and fundamental right to organise sports events for their members.
- 2. It is therefore up to them to negotiate with the media about coverage of events and deal with the specific conditions concerning this coverage.
- 3. However, the reporting of sport news is free and goes beyond these negotiations, in order to preserve the right to information.
- 4. Negotiations as under 2 with the media should be possible without preliminary governmental obstacles, taking into account, of course, existing national laws.
- 5. A new partnership means developing a new relationship between media, sponsors and sport.
 - a. Media coverage is important for sport in general.
 - b. Sport is important for the media, as entertainment and information.
 - c. Sponsoring is important for sport; media coverage attracts sponsors.

6. There will always be two approaches to sport on TV :

- a. the high-profile sports, for which TV may pay money for exclusive transmission rights. For these sports, TV means a source of revenue and publicity.
- b. Low profile sports which at present TV is reluctant to cover, often because the federations expect coverage as a right, but offer an old fashioned and unsympathetic image.

They must work with TV to produce new presentations and innovations which will excite and inform the viewer. This would mean publicity, and sometimes revenue, for these sports.

By imagination and hard work it is possible for a sport to move from group b to group a.

7. The position of European sport forces the national structures involved within the member countries of the CDDS to unite in order to protect the authenticity and the ethics of sport in relation to media and sponsors and to prevent excesses.

Therefore it would be desirable that national and even European platforms are created on which ideas can be exchanged between these partners and a constructive relationship developed.

8. It would be helpful if the television authorities in consultation with the other parties would establish and apply common regulations on acceptable levels of advertising at sport events, so that all parties will know the rules which will apply. These rules should be applicable to :

- I. all channels, whether public or commercial;
- II. all sport and at all levels;
- III. all member nations of EBU, or at least those from the Council of Europe.

D. SPORT AND COMMERCE

1. The autonomy of sport is a very important and worthwhile thing, its ideals and identity should be maintained, and its independence should be safeguarded.
2. Partnerships between sport and commerce are developing rapidly and are welcomed. These developments affect both partners : both sides are confronted with advantages and disadvantages, some of which are illustrated in the table.
3. One of the most significant risks is to the unity and to the authority of the sports world and to the sports organisation concerned.
4. The creation of a general fund could further the development of those branches of sport, including sports activities in the recreational field of sport in the context of sport for all, that do not easily get income from sponsors. If that is the case then a balance and solidarity between the sports organisations would be created.

5. To be able to react adequately to their members and to their commercial partners, sport should if necessary, improve its own structures and organisation. There is, for example, a need for voluntary officers and staff to be skilled in the techniques of the commercial world. Thus, each sport should stimulate the training and education of their potential leaders in this field, and as an investment for the future governments should stimulate this process by supporting it in appropriate ways.
6. By facilitating certain tax arrangements etc., governments could also help the sports organisations find solutions. Governments should not withdraw their money and subsidies to sport just because sponsorship money becomes available for sports organisations. Governments should continue to protect the common interest.

E. TABLE :

ADVANTAGES

DISADVANTAGES

FOR SPORT	MORE MONEY AND RESOURCES (FOR PLAYERS, ADMINISTRATION, DEVELOPMENT) DEVELOPMENT SCHEMES BETTER EVENTS ↓ MORE MEDIA EXPOSURE BETTER EQUIPMENT	WITHDRAWAL SYMPTOMS MANAGEMENT CONFLICTS INCREASING ROLE OF AGENTS & ENTREPRENEURS LESS SOLIDARITY WITHIN SPORT SPORT ADJUSTED TO SUIT COMMERCIAL DEMANDS LOSS OF CONTROL BY GOVERNING BODY NON-SPECTATOR SPORTS NEGLECTED OVER-EXPOSURE ON TV ↓ REDUCTION OF GATE RECEIPTS STADIA, TRACK, ETC. OUT-DATED
FOR COMMERCE SPORTS EQUIPMENT MAKERS OTHER PRODUCTS ENTREPRENEURS - AGENTS PERSONAL BACKERS	PUBLICITY & ADVERTISING GOOD PUBLIC RELATIONS HOSPITALITY OPPORTUNITIES EXPANSION INTERNATIONALLY BUSINESS OPPORTUNITIES (SQUASH CLUBS, HEALTH CLUBS, ETC.) CORPORATE IMAGE	"BAD" ASPECTS OF SPORT CAN BE ASSOCIATED WITH THE PRODUCT
FOR SOCIETY	INTERNATIONAL PRESTIGE BETTER EQUIPMENT MORE CHANCE TO WATCH SPORT MORE CHANCE TO PLAY SPORT SPORT IS LESS RELIANT ON PUBLIC FUNDING CHANCE TO SEE TOP PLAYERS	INTERNATIONAL FRICTION MORE EXPENSIVE EQUIPMENT SPORT IS ACCOMPANIED BY ADVERTISING WHICH MAY BE OFFENSIVE SPORT IS CHANGED TO SUIT COMMERCE OPPORTUNITY TO ADVERTISE "BAD" PRODUCT "BAD" EXAMPLES MAY BE EMPHASISED